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ABSTRACT

Materials to facilitate the evaluation of the competencies women acquire from domestic and volunteer work were developed, so that academic credit might be awarded for these skills, and so that women's entry or re-entry into post secondary education might be enhanced. The project staff reviewed the literature, contacted volunteers and volunteer agencies, developed a taxonomy of skill areas, located existing assessment materials, contacted colleges, developed assessment materials, and conducted informal evaluations of the materials. These activities are briefly described. A number of skill lists developed for assessing volunteer and domestic competencies are appended. These competencies include: volunteer administration and management, public relations and communications, youth group leadership, management of home finances, and child care. Each of these "I Can" lists defines the competency area, and lists 20 to 50 different associated skills. The lists are not intended to document completely the individual's acquired skills, but rather to stimulate each woman to identify and describe her own skills. Descriptions of college programs awarding credit for experiential learning and bibliographical references are also appended. (Author/MV)

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FINAL REPORT

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Evaluation of the Academically Creditable Competencies Acquired by Women from Domestic and Volunteer Work

OEG-0-74-7524

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TM006 830

Evaluation of the Academically Creditable Competencies
Acquired by Women from Domestic and Volunteer Work:
Final Report

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		Proposed	Actual
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Overview

Although women acquire a wide variety of skills from their domestic and volunteer activities, they often face difficulty in translating these life experiences into accreditable academic units when they wish to enter or reenter college.

Problem diagnosis

One of the major barriers to women's continuing education is the failure of colleges and universities to grant mature women credit for their life experience (Ekstrom, 1972; Cless, 1969; Ruslink, 1969). Men do not typically face this barrier, as colleges have been more willing to grant credit for non-formal learning acquired from paid employment or military service. Furthermore, while recent innovations in higher education such as credit-by-examination programs (College-Level Examination Program, ETS; College Proficiency Examination Program, New York State) or external degree programs (Empire State College, New York; Thomas Edison College, New Jersey) are designed to facilitate the evaluation of experiential learning, none of these are directly focused on the particular skills acquired by many women through home and community work.

There is evidence, however, that women do acquire a variety of skills through domestic and volunteer work, and that the number of women so affected is considerable. For example, a 1969 survey of volunteerism undertaken by the U.S. Manpower Administration found that in a typical week approximately four million women engaged in general volunteer work as fund raisers, administrators and youth group leaders, while another 217 million engaged in religious volunteer work. Project Second Start, a study to assess how adult programs at Brooklyn College were meeting

the needs of low-income women, found that women acquired a variety of academically relevant skills from non-paid work. The women in this study had acquired: (1) organizational, managerial, and leadership ability through experiences in community planning and politics, and from belonging to tenants', women's and religious groups; (2) technical and professional skills such as accounting, editing, researching, and translating; (3) recreational and cultural skills through experience in the theater, arts, and crafts, music, the dance, painting, and decorating; and (4) skills relevant to health, education, and welfare from work with children, youth groups, and the aged either in the home or in child care facilities, counseling centers, and hospitals. The report concluded that, "a woman should receive credit toward her degree for what she has already learned, accomplished and literally contributed to her family, her community and society. The proper assessment of a woman's experience would enable the college to counsel her wisely in the direction of her abilities and interests, and shorten the number of precious hours she must invest in classroom work at the age of 35, 45, or 55." (Project Second Start, 1973.)

Although programs presently exist which provide academic credit for internships in volunteer work (A Capital Learning Experience, Washington, D. C.) or for academic learning previously acquired in the community (Central New York State Planning Consortium for the External Degree Program), these programs are regional, and few women have access to them. What is needed are materials to assess the skills acquired by women from domestic and volunteer work in such a way that accreditation will be possibly at a variety of institutions throughout the United States.

Project accomplishments

It was the purpose of this project to develop materials to facilitate the evaluation of the competencies women acquire from domestic and volunteer work, in order that academic credit might be awarded for these skills and that women's entry or re-entry into post-secondary education be enhanced. In accomplishing this goal, the project reviewed literature, contacted volunteers and volunteer agencies, developed a taxonomy of skill areas, located existing assessment materials, contacted colleges, developed assessment materials and conducted informal evaluations of the materials. Each of these accomplishments is documented in detail in the following sections.

In the appendices, supporting documentation regarding each of these accomplishments is presented. Appendix A presents the competency lists developed for assessing volunteer and domestic competencies. Included in these lists are competencies of the volunteer administrator/manager, financial manager, personnel manager, trainer, advocate/change agent, public relations/communicator, problem surveyer, researcher, fund raiser, counselor, youth group leader, group leader for a youth serving organization, and museum staff assistant; also included are the domestic related competencies of the manager of home finances, home nutritionist, home child care-taker, home decorator and maintainer, home clothing and textile specialist, and home horticulturist. Each of these lists, called "I CAN" lists, defines the competency area and then lists from 20 to 50 different competencies associated with the area. The lists are not intended to document completely the skills acquired by an individual engaged in the

activity, but to stimulate the woman to identify and describe her own skills.

Other appendices include the minutes of the First Annual Conference on Accrediting the Competencies Acquired by Women from their Domestic and Volunteer Work Experience (held at Educational Testing Service in 1975), a bibliography of books and articles dealing with volunteerism, a list of volunteer agencies contacted since the interim report, a bibliography of assessment materials which were reviewed, field notes on college site visits to advisory board colleges and to one volunteer management certification program, a list of colleges contacted, outlines of handbooks and handbook evaluation forms, field notes on volunteer site visits, and the evaluation forms used to review the "I CAN" lists.

The conduct of the project has captured considerable public interest. Articles about the project appeared in ETS Developments, A.P.G.A. Guideposts, A.A.V.S.C. Newsletter, Voluntary Action News, Girl Scouts of the U.S.A. Newsletter, the Business and Professional Women's Foundation's annotated bibliography Working Women: Homemakers and Volunteers, the Newsletter of the California Commission on the Status of Women, the Fact Sheet from the Clearinghouse on Women's Issues, and a number of newspapers including the Los Angeles Times, the Philadelphia Inquirer, and the Flint (Michigan) Journal. Staff members made invited presentations about the work at the American Humanist Psychology Conference in Women in Transition in California on December 1, 1974; at the Joint Program Institute of the National Council of Jewish Women in Washington, D. C. on October 29, 1975; and at the New York State Commissioner's Conference on Non-Traditional studies in Syracuse, New York on October 29, 1975.

Future work

The work of this project has been extended through 1976, in order for us to field test the effectiveness of the materials developed in helping colleges award academic credit to women for their experiential learning. Workbooks for this purpose are being developed and will be released later in this year. The workbooks will have three audiences: the mature woman who is entering or re-entering post-secondary education, college and universities administrators who are called upon to assist these women in assessing their experiential learning, and volunteer agencies who are designing their training programs and work experiences so that they can be more easily accredited.

The effectiveness of these materials will not be finally evaluated until such a time as women, colleges and volunteer agencies have had an opportunity to utilize them. Nevertheless, the demand for such materials is already quite high, judging from the number of letters we receive which begin "I have heard about your project to accredit women's domestic and volunteer work. Could you please tell me where I might obtain your materials? I have worked for fifteen years as a volunteer in..." We are hopeful that the materials developed in this project will help such women organize and present their experience in such a way that colleges and universities will recognize the competencies the women have acquired.

Task A: Literature Review

A bibliography of the literature related to volunteerism which has been reviewed for this project is found in Appendix C.

The bulk of the literature related to volunteerism are materials which have been developed to facilitate the functioning of the volunteer organization. A heavy concentration of literature deals with recruitment and training aids, project ideas, fund raising suggestions, and sample projects which have been successful. Few materials delineate the skills involved in volunteer work. The only evaluation materials currently available are concerned with evaluating the climate of the volunteer experience rather than the competencies involved in the experience.

Available research related to volunteerism is extremely limited. The Center for a Voluntary Society has examined the history of volunteerism (Smith, 1973) and volunteerism cross culturally (Smith, 1974), and ACTION and the U.S. Census Bureau (1974) have surveyed the scope of volunteerism. The only other investigations into volunteerism have involved its impact on the volunteer and the society. There have also been a number of recent articles which describe in detail the pro's and/or con's of volunteer work. (Nemy, 1974; NOW Women and Volunteerism Task Force, 1974; Shishkoff, 1973.)

Additional bibliographies on volunteerism which have been reviewed by ETS include:

CVS-VOLINFLO Bibliography and Abstracts Files, complied by the Center for a Voluntary Society
General Voluntarism Annotated Bibliography, compiled by the Center for a Voluntary Society
Voluntary Associations: Perspectives on the Literature published by Harvard University Press

Task B: Contact with Volunteers and Volunteer Agencies

In the course of the project, extensive work relationships have developed from contact with volunteers and volunteer agencies. Although we initially thought that the project would obtain sufficient information and documentation to develop assessment materials from a relatively short term contact with such agencies, this did not prove to be the case. Rather, the interest of the volunteer agencies in the outcomes of this project facilitated the development of an on going relationship with them. They have served importantly as volunteer consultants to this project, providing resources for the development of the assessment materials as well as validating the competency check lists as they have been written.

The group which has had the most involvement with this project is the Task Force on Volunteer Accreditation of the Council of National Organizations for Adult Education. This task force is composed of representatives of numerous national voluntary organizations. They have been meeting bi-monthly since April 1974 to explore the problem of volunteer accreditation. Project staff have been meeting regularly with this group since September 1974. Task force representatives attended the project conference in March 1975. Task force members have helped the project staff in developing and reviewing the competency check lists.

Direct contact has been made with approximately 200 volunteer agencies. Fifteen of these agencies, through their representatives, have been involved in the development and/or review of the competency checklists.

A list of the major contacts with volunteer groups which have been made since the February 1975 Progress Report is found in Appendix D.

Task C: Taxonomy

As was described in the Progress Report, a three-dimensional taxonomy of domestic and volunteer work experiences was developed. The dimensions of the taxonomy (see Figure I) are: 1) the setting of the activity, 2) the function being performed, and 3) the medium with which the activity is involved.

The ten settings include: 1) the nine settings of volunteer work identified in a recent census study--Health, Education, Justice, Citizenship, Recreation, Social Welfare, Civic and Community Action, Religion, and Politics, and 2) the Home. The choice of this particular list of settings was arbitrary. Other lists of settings, such as those developed by the Center for Voluntary Action, could be used equally well if they proved to be conceptually more useful. But since the ways of classifying volunteer work activities are still strongly debated by researchers in this area, it seemed better for this project to select a reasonably well-known list of settings rather than to spend an extensive amount of time grappling with the problem.

The three functions are: 1) administration, which is defined as the formal organization of activity including goal setting, assigning roles, managing supplies and materials, and distributing rewards; 2) socialization, which is defined as any activity which communicates the goals and norms of the organization to members and to the general public and which motivates support, and 3) service, which is defined as any activity for which there is a beneficiary, either directly or indirectly, who is not a member of the organization.

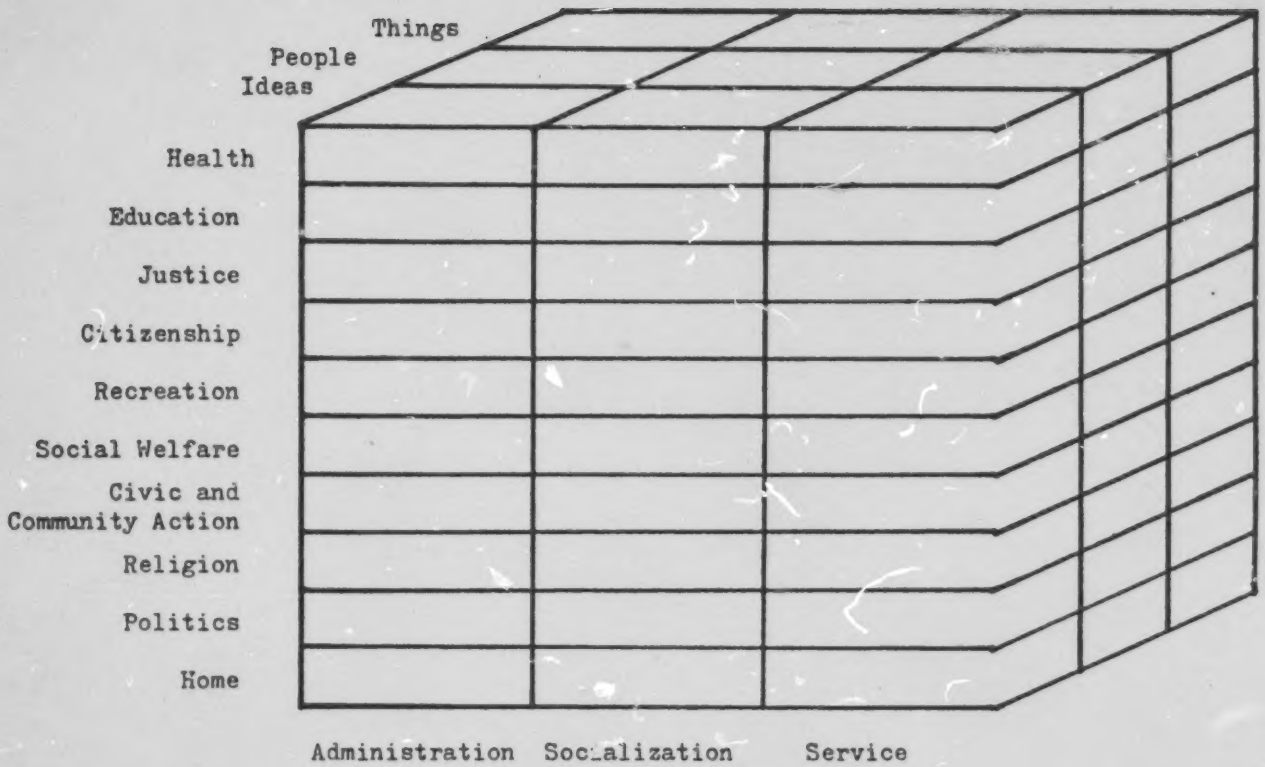

Figure I

Taxonomy of Domestic and Volunteer Experiences

The mediums are working with ideas, working with people, and working with things.

While the taxonomy has not been as useful as was hoped, probably because of a fairly high level of conceptual abstraction, we are able to categorize the competencies which have been developed into this framework.

For example, in the competencies of the museum staff assistant (docent), planning and preparing a lecture tour for children and/or adults involves socializing people and administering ideas, while delivering a lecture tour which involves direct service to people and maintaining materials and equipment in the museum involves direct service to things. This entire set of activities takes place in the education and recreation settings.

In the home setting, competencies of the manager of home finances are primarily administrative. For example, planning ahead and setting monetary goals involves the administration of ideas and things.

Task D: Locating Assessment Materials

No further work has been done on this task since the February 1975 Technical Report. CAEL, another project receiving support from the Fund, has developed an extensive set of materials for the assessment of a wide variety of learning experiences. These materials are included in the bibliography of assessment materials found in Appendix E.

The CAEL project focuses on providing colleges with the techniques and tools for evaluating and assessing experiential learning. In contrast, the materials being developed in this project are concentrating on helping the individual woman describe the skills and competencies which she has acquired as a volunteer and/or a homemaker; additional materials help colleges and volunteer agencies in responding to these women. Once the woman has learned to articulate her competencies, she is then prepared to use the CAEL materials or any other approach which the college may require.

Task E: Contacting Colleges

The contact with the colleges, like that with the volunteer groups, has been an on-going activity throughout this project.

With the assistance of fund project monitors, a number of colleges were selected to serve as members of the project's Advisory Board. The colleges are: San Jose City College, Mills College, University of Minnesota, Barat College, Winona State College, Northeastern University, Jackson College of Tufts University, the State University of New York at Old Westbury, Adelphi University, Salem (N.C.) College, and Mercer University in Atlanta. Visits were made to each of these institutions during the period from December 1974 to February 1975. (Site visit reports are in Appendix F.) Representatives from most of these institutions attended the March conference. All have had a part in reviewing the competency lists.

Additional contacts have been made with several other colleges and these institutions have also been asked to assist in the evaluation of the competencies. Appendix F is a list of these colleges.

The University of Colorado offers a volunteer management certification program. A site visit (see Appendix G) was made to Boulder to investigate this program and to meet with the program coordinator and a faculty member.

Task F: Developing Assessment Materials

In conjunction with the Council of National Organizations and other volunteer consultants, the project has developed a set of competency descriptions for 13 volunteer roles. These roles include: Administrator/ Manager, Financial Manager, Personnel Manager, Trainer, Advocate/Change Agent, Public Relations/Communicator, Problem Surveyor, Researcher, Fund Raiser, Counselor, Youth Group Leader, Group Leader for a Youth Serving Organization, and Museum Staff Assistant (Docent). The use of these competency descriptions, called "I Can" lists, will be described in the workbooks which are under development.

A separate set of 6 competency descriptions for various homemaker roles was also developed. These roles include: Manager of Home Finances, Home Nutritionist, Home Child Caretaker, Home Decorator and Maintainer, Home Clothing and Textile Specialist, and Home Horticulturist.

The "I Can" lists are intended to help people articulate the kinds of skills which they have acquired either as a volunteer or in the home. For example, if an individual has been a fund raiser for an agency or project, s/he has probably acquired and/or demonstrated some of the competencies described under Fund Raiser. This list is not meant to be a complete listing of the competencies which are involved in being a fund raiser nor does the list imply that a fund raiser acquires all of these skills. The primary function of the lists is to be a resource which acts as the basis for a skills analysis. It may be utilized by an individual seeking credit and by colleges to assess people seeking credit for work conducted in these various positions.

In addition, these lists will aid agencies in specifying goals, assessing training needs and evaluating performance. Such support will both motivate volunteer service and increase agency efficiency.

A copy of the "I Can" Competency list is found in Appendix A and outlines for the workbooks appear in Appendix I.

Task G: Informal Evaluation of Materials

Before any materials beyond the taxonomy were actually developed, it seemed advisable to convene representatives from colleges and volunteer groups to discuss with them our perception of the needs in implementing accreditation of domestic and volunteer experience. A conference centering on the problems of such accreditation was held at Educational Testing Service on March 17 and 18, 1975. Appendix B contains the minutes of this conference.

As a consequence of the discussions held during this conference, the project staff planned to develop three workbooks: (1) for women who wish to explore the possibility of obtaining college credit for their volunteer and domestic experience, (2) for colleges wishing to evaluate the competencies which women have acquired from such experience, and (3) for volunteer agencies to aid them in providing guidance to their workers in obtaining such credit. It was decided that the first two workbooks would be developed by the project staff while the third would be prepared in cooperation with the Council of National Organizations. Outlines of the first two workbooks were developed and circulated to the Advisory Board Colleges for evaluation. An outline for the agency workbook was also developed and reviewed by agency representatives. Copies of the outlines, evaluation sheets and covering memo are in Appendix I.

As a consequence of the input from the conference and from the evaluations, it became apparent that a list of competencies would have to be an integral part of each workbook. These competency lists have been developed (see preceding section). The volunteer competencies were informally evaluated through a series of visits to volunteer agencies. Copies of the reports of these visits are in Appendix J.

Task H: Formal Evaluation of Materials

The formal evaluation is still in process. It includes review of the "I Can" lists by experts in the appropriate subject matter area, by the Advisory Board Colleges, by the Council of National Organizations, by additional colleges and volunteer groups, and by a sample of volunteers and homemakers. Appendix K is a copy of the evaluation form. Consultant help from trained home economists was considered especially important in evaluating the Homemaker section of the competency list.

The "I Can" lists are also being utilized at Northeastern University in their Fund-sponsored project relating women's volunteer activities to job skills through the development of Career Competence Curricula Portfolios.

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"I CAN" COMPETENCY LISTS

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ADMINISTRATOR/MANAGER

The Administrator/Manager in a volunteer setting is concerned with the development and/or implementation of program(s) involving paid and/or volunteer staff. This involves the utilization of people, material, money and time. There are two types of Administrator/Managers: those concerned with the total functioning of an organization, and those concerned with the functioning of a particular project within the program.

In carrying out my responsibility as an Administrator/Manager I can:

- Develop long-range goals and objectives that foster organizational growth and continuity.
- Develop specific goals and plans for a specific project.
- Identify the method of evaluating effectiveness in meeting the goals and objectives.
- Identify the resources in personnel, money, materials, time, and authority needed to accomplish the established objectives.
- Establish priorities based on the importance of each objective to goal attainment and on the resources available.
- Identify needs and opportunities for volunteer service.
- Enlist the support of the governing body and staff in the utilization of volunteers.
- Interpret the organization and its systems for the delivery of services to the public and to people in need of assistance (see Public Relations).
- Work creatively within the strucutre of relationships and the setting of the organization, i.e., local agency to national office, etc.
- Be aware of the effects of changing socioeconomic conditions, cultural patterns, and knowledge about the helping professions and their effects upon volunteer resources and services.
- Organize the program or project into its component parts and determine the sequence in which these activities need to be performed.
- Develop and utilize flow charts, PERT charts, and other visual materials to describe the program's or project's work flow.

- Determine the need for and develop alternative plans to meet emergencies.
- Delegate responsibility and establish accountability methods to determine if these responsibilities have been met.
- Describe and use techniques which will elicit new ideas and proposals.
- Solicit and make constructive use of negative and positive feedback.
- Manage effectively in high pressure situations.
- Describe and use techniques for crisis management.
- Describe and use methods of conflict resolution.
- Establish effective communications throughout the organization.
- Coordinate the execution of simultaneous projects
  - Establish mechanisms for coordination.
  - Determine when coordination is needed.
- Serve as a spokesperson for the organization (see Public Relations).
- Meet accountability demands of others by preparing reports which include:
  1. Evaluation of success in meeting objectives.
  2. Records of financial status.
  3. Data on time and personnel utilization.
- Prepare written summaries of project and organizational accomplishment (see Public Relations).

This list is not a complete description of the skills which an Administrator/Manager may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

_____

_____

_____

_____

FINANCIAL MANAGER

Managing finances involves allocating and monitoring the use of personnel, time and resources so as to exercise control of money and resources for an organization, program or activity.

As a financial manager, I can:

- Plan and prepare budgets using
  - fund budgeting
  - program budgeting
  - other budgeting techniques (specify) _____
- Present the rationale and justification for a budget.
- Understand and interpret a budget
- Prepare budget projections based on historical analysis and cost trends.
- Prepare cost estimates from data about the utilization of personnel, time, and materials.
- Establish procedures to monitor income and expenditures.
- Establish procedures (incentives, etc.) which encourage fiscal responsibility.
- Monitor income and expenses so as to exercise fiscal control or, when necessary, adjust existing budgets.
- Demonstrate a knowledge of basic bookkeeping techniques.
- Demonstrate a knowledge of basic accounting procedures.
- Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records.
- Establish and maintain fiscal records and procedures which will meet external audit and/or accountability requirements.
- Plan an investment program in keeping with organizational needs and objectives.
- Demonstrate a knowledge of various types of investments and the advantages and/or disadvantages of each: ____Stocks, ____Bonds, ____Money Market Investments, and ____Other.

- Apply the "total return" concept to investment return when appropriate.
- Monitor an investment program and evaluate its effectiveness in relation to:
  - organizational needs
  - other investment programs
  - economic and market indicators.
- Establish work flow and work loading procedures.
- When income and cash flow analyses indicate that it is appropriate, plan and execute appropriate short-term investments.
- Conduct salary administration and performance reviews for paid workers.
- Establish and maintain quality control procedures for individuals and products.
- Train others in financial management procedures (see Trainer for related skills).
- Determine prices on the basis of cost and overhead factors when a product or service is sold.
- Discuss the social implications of investment decisions (how company policies can affect the environment, minorities, women, etc.) and decide if an investment is appropriate to the philosophy of my organization.
- Know how to obtain information about both the economic condition and the activities of a company before making an investment decision and/or voting proxies.

This list is not a complete description of the skills which a financial manager may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

_____

_____

_____

_____

PERSONNEL MANAGER

Personnel management involves allocating and monitoring the utilization of human resources within an organization, program, or activity.

As a human resources manager, I can:

- Determine the number and type of individuals and the amount of time needed to accomplish a given task or activity
- Prepare a staffing plan and present the rationale for it
- Prepare staffing need projections on the basis of historical data and analysis
- Prepare staffing need projections on the basis of problem survey data (See Problem Surveyor)
- Articulate the philosophy of the organization/agency
- Explain the relationship between a particular job and organizational/agency/program mission (See Trainer)
- Prepare cost estimates for the use of personnel and their time (See Financial Manager)
- Determine the cost/effectiveness of alternative plans for personnel allocation
- Select and/or recruit individuals for a variety of jobs
- Prepare job descriptions
- Prepare advertisements to recruit volunteer and/or paid personnel (See Public Relations)
- Demonstrate an understanding of the needs and motives which lead people to take part in volunteer work
- Arrange for and/or conduct the organizational socialization of personnel (See Trainer)
- Arrange for and monitor the job training of personnel (See Trainer)
- Demonstrate a knowledge of the psychological principles which govern people's behavior in work situations
- Establish and maintain procedures to monitor work quality and quantity
- Monitor the quality and quantity of work performed by individuals and/or task groups
- Counsel with volunteer and/or paid workers who are not performing up to organizational standards
- Develop and use techniques which will minimize conflicts between paid and volunteer workers
- Demonstrate the ability to use appropriate techniques to solve interpersonal problems

- Use psychic or other rewards to keep volunteer workers involved and productive
- Help volunteers see the relevance of their organization/agency experience to their long-range career goals and/or personal development
- Develop and maintain a system of evaluative records of job performance
- Help supervisors deal with personnel problems
- Maintain time and salary records for paid workers
- Conduct salary administration and performance reviews for paid workers (See Financial Manager)
- Conduct performance reviews for volunteer workers
- Handle out-placements and terminations
- Train others in personnel management (See Trainer)

This list is not a complete description of the skills which a personnel manager may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

_____

_____

_____

_____

TRAINER

Training involves teaching others specific jobs, skills, and/or tasks. It involves the teaching and/or organizational socialization of other workers.

In my work as a trainer, I can:

- Articulate the philosophy of the organization/agency
- Explain the relationship between a particular job and organizational/ agency/program mission
- Demonstrate my knowledge of learning theories
- Demonstrate my knowledge of teaching methods and materials
- Identify training needs (See also Problem Surveyor)
- Make a training plan which includes:
    - Learning objectives
    - Teaching design
    - Teaching Method
    - Budget for training costs
    - Schedule and site considerations
    - Materials, both written and audio-visual
    - Evaluation techniques
- Determine the cost/effectiveness of various training approaches
- Determine the suitability of various training approaches for individuals with different backgrounds and experiences
- Develop written materials for use in training
- Develop audio-visual materials for use in training
- Develop training manuals for other trainers to use
- Administer a training program, including:
    - Selecting and recruiting training personnel
    - Selecting training methods and materials which are both appropriate to the group and cost/effective
    - Setting training goals
    - Conducting the training of those who will train others
    - Monitoring the progress of those being trained

  - Monitoring the progress of those doing the training
  - Modifying training programs and techniques if the goals of the program are not being achieved
  - Evaluating the effectiveness of the training program
  - Monitoring and evaluating the job performance of those who were trained
- Develop and maintain a library of training materials
- Train others to do specific job(s) or task(s) (Specify _____

  _____
- Make an effective oral presentation
- Demonstrate knowledge and use of group interaction techniques
- Know how and when to use different role-playing techniques in training
- Help those I train see the relevance of their training experience to their long-range career goals and/or personal development
- Prepare and evaluate reports on training programs
- Evaluate the training programs of others

This list is not a complete description of the skills which a trainer may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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ADVOCATE/CHANGE AGENT

Advocacy is an activity on behalf of an individual, a group, or an issue which is designed to improve conditions, programs, or services.

In carrying out my work as an advocate/change agent, I can:

- Identify areas where change is needed (see Program Surveyor for related skills).
- Select methods and data which will document the need for change (see Researcher and Program Surveyor for related skills).
- Define and delimit the basic issues in a problem area.
- Demonstrate knowledge of the basic concepts relevant to an issue in fields such as:
  - legal rights (civil and criminal)
  - housing and community planning
  - education
  - environment
  - welfare and social services.
- Describe the public policy issues relevant to a problem.
- Demonstrate knowledge of the processes of change using:
  - theoretical model(s)
  - real-live examples.
- Describe methods which can be used to bring about change including:
  - lobbying
  - political campaigns
  - public relations.
- Identify the relevant constituencies concerned with a problem (both pro and con) and describe their position in relation to the problem.
- Identify significant individuals and groups (such as community leaders, government officials, and legislators) who can help to implement change in a specific problem area.
- Build good working relationships with those who will be affected by proposed changes.
- Identify potential allies and select techniques which will enlist their support.

- Identify opposition groups and select techniques which will best counter their plans and arguments.
- Demonstrate understanding of the legislative process and how it can be used to implement change.
- Demonstrate knowledge of the laws and customs applying to lobbying.
- Use communication skills to persuade others (see Public Relations for related skills).
- Identify potential sources of financial support (see Fund Raiser and Researcher for related skills).
- Obtain financial support for a cause or program (see Fund Raiser and Researcher for related skills).
- Build good working relationships with legislators and government officials (local, state or federal).
- Monitor legislative bodies', public institutions' and agencies' actions relevant to the problem.
- Draft model legislation.
- Plan and organize coalition building.
- Conduct negotiations with an awareness of the necessity of compromise.
- Present arguments and evidence to support a position (see Public Relations and Researcher for related skills).
- Keep others informed about progress using:
  - verbal communication
  - written communication (see Public Relations for related skills).
- Train others to develop advocate/change agent skills (see Trainer for related skills).
- Develop techniques to maintain change.

This list is not a complete description of the skills which an Advocate/Change Agent may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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PUBLIC RELATIONS/COMMUNICATOR

Public relations is a method of increasing knowledge and understanding of an organization and/or its program; it is concerned with disseminating information to individuals and groups outside of the volunteer organization or agency and with processing information from outside the organization. In carrying out my work in public relations, I can:

- Conceptualize communications and public relations program which interpret the goals of the organization.
- Plan and develop a public relations program.
- Identify target audiences.
- Determine the communications technique(s) appropriate to each audience.
- Gather information by:
    - conducting interviews
    - confirming facts
    - identifying trends
    - locating background data

  (see Researcher for other relevant activities)
- Identify representatives of other organizations and of local, state and federal government to receive information about organizational activities.
- Establish an interchange with appropriate representatives from:
    - members of the target group
    - volunteer coordinating agencies
    - private and civic organizations
    - foundations
    - local government
    - state government
    - federal government

  (see Fund Raiser and Advocate /Change Agent for other relevant activities)
- Write:
    - news stories
    - lecture stories
    - fact-sheets for editorial background
    - reports
    - speeches

- scripts for radio/television
- other materials describing the organization and its program for the public

(see volunteer recruiter and trainer for internal publications)

- Develop audio-visual, video-tape, and/or films
  - use audio and/or video - tape equipment
  - use photographic equipment
  - direct acting, speaking, and filming

  (see also sections on writing and visual materials)
- Develop visual materials
  - Photograph events for news media or other publications
  - Design and prepare art work
  - Design displays and/or posters
- Coordinate development of materials for production
  - Edit publications
  - Edit films and/or tapes
  - Design layouts
  - Work with printers, publishers, producers
- Work with mass media (press, radio, television)
  - Select optimum outlets for placement of material and identify contacts
  - Adapt and edit materials to mass media standards
  - Conduct press conferences
  - Maintain good relations to facilitate placement of material
- Speak publicly
  - Deliver speeches
  - Deliver promotions (announcements)
  - Engage in panel discussions and/or debates
  - Give interviews
  - Conduct or moderate interviews, panel discussions, debates

  (see Fund Raiser and volunteer Trainer for other related activities)
- Publicize and promote organizational materials
- Plan distribution of publications and other materials

This list is not a complete description of the skills which a public relations/communicator volunteer may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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PROBLEM SURVEYOR

Surveying a problem area is the process of assessing current status and/or needs in order to identify areas and types of future activity. The process of problem surveying is closely related to that of researching and typically precedes that of program development. (The problem surveyor usually collects original data; for more information on utilization of data collected by others, see Researcher.)

In carrying out my work as a problem surveyor, I can:

-Develop plan(s) for investigating the problem area
-Identify and obtain information about
    -the target populations effected by the problem
    -the sources of power which can facilitate or block the implementation of change (See Change Agent/Advocate for related activities)
    -the existing programs, resources, and other factors which impact on the problem
-Assess the impact of the preceding factors on the problem area by various data collection techniques such as interviewing, surveying, public discussions, etc. (See Researcher for related activities)
-Compile a list of specific needs or problems within the problem area.
-Prioritize those needs and problems which are most important and practical to pursue
-Define potential actions in terms of cost-effectiveness
-Describe the problem area(s) for purposes of program development by
    -summarizing data for ease in interpretation
    -keeping records of contacts and resources
-Describe the nature of organizational and community structures as they relate to the problem area and its potential solutions.

This list is not a complete description of the skills which a problem surveyor volunteer may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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RESEARCHER

Research is a systematic means of investigating a topic or problem. It involves generating verifiable data which will support program planning and development and/or the implementation of change.

In carrying out my work as a researcher, I can:

- Select problem area(s) relevant to organizational needs
- Limit the research focus by:
    - Conceptualizing issues
    - defining variables
    - operationalizing measures
    - identify the unit of analysis
    - generating hypotheses
- Collect background information
    - Locate information sources such as:
        - written materials
        - data banks
        - interviews
        - surveys
    - Summarize past experience with problem
    - Evaluate the utility of past efforts.
- Design research
    - Select research design
    - Select sampling techniques
    - Select survey techniques
    - Develop practical plans of identifying:
        - needs
        - time
        - costs
        - personnel
- Manage proposal development
    - Locate potential sources of funding
    - Write proposal to include
        - Background
        - Design
        - Time and cost estimates
        - Expected outcomes
        - Utility of research to organization and to the larger society

- Meet with funding agencies to promote the proposal
- Adapt proposal to meet requirements of funding source

- Obtain data
  - Foster cooperation with community groups and/or relevant institutions and agencies to gain their support for the research
  - Recruit and train data collectors
  - Select appropriate data collecting instruments
  - Design and validate new data collecting instruments
  - Obtain informed consent of participants
  - Obtain data from existing information banks
  - Use appropriate sampling and survey techniques
  - Monitor data collect for quality control
- Process data
  - Develop coding procedures
  - Train coders
  - Supervise coders for quality control
  - Select and implement other data reduction procedures
  - Develop computer programs appropriate for the research design
- Analyze and Summarize data by using
  - Averages or other measures of central tendency
  - Measures of dispersion or deviation
  - Measures describing relations (correlations)
  - Other techniques of bivariate or multivariate analysis
  - Tables or other means of categorical aggregation
  - Graphs and charts
  - Tests of significance
  - Experimental effects analysis
  - Non-experimental causal analysis
- Make inferences from data
- Make conclusions and recommendations from data
  - Formulate planning recommendations
  - Make recommendations for further study
  - Develop policy recommendations
- Write research report(s)
- Disseminate research results to appropriate groups

This list is not a complete description of the skills which a researcher may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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FUND RAISER

Fund raising is the development of a system of financial support for an organization, program, or activity.

In my work as a fund raiser, I can:

- Assess needs so as to determine what financial support is required (See Problem Surveyor for related skills)
- Plan a fund raising activity, including:
    - Identifying objectives and specific goals
    - Identify potential sources of funds from:
        - Government (local, state, federal)
        - Foundations
        - Individuals
    - Selecting methods and strategies appropriate both to organizational image and potential funding sources
    - Estimate requirements for people, materials, and time
    - Estimate cost of a fund raising effort
- Demonstrate knowledge and understanding of the code of ethics regarding fundraising
- Demonstrate knowledge and understanding of tax laws and other regulations which affect fundraising
- Utilize the tools of fund raising, by:
    - Demonstrating knowledge of resources such as foundation directories, directories of government programs, etc.
    - Demonstrating a knowledge of financial management (See Financial Manager)
    - Demonstrate knowledge of proposal preparation skills (See Researcher for related skills)
    - Demonstrate knowledge of techniques in preparing promotional materials (See Public Relations for related skills)
    - Demonstrate an understanding of the motivations and needs involved in contributing to a group, organization, or program and methods to build on these
- Administer a fund raising program, including:
    - Selecting or recruiting staff and workers
    - Training others in fund raising techniques (See Trainer for related skills)
    - Determine strategy
    - Determine target group

- Making work assignments and monitoring progress
- Setting and communicating goal
- Coordinating multi-faceted efforts
- Assessing and reporting on progress
- Modifying plans to meet changing circumstances

- Raise funds by selling a product or service, including:
  - Selecting products or services to sell which are appropriate to organization/agency image
  - Selecting a clientele or target population
  - Research cost/benefit factors for alternative products, services, and delivery systems (See Financial Manager)
  - Planning and monitoring product or service delivery
  - Selecting and recruiting sales personnel
  - Training sales personnel
  - Selecting sites, territories and/or locations for sales on the basis of clientele, cost, etc.
  - Determining if sales permits, leases, etc. will be needed and obtaining them.
  - Planning and implementing methods to monitor personnel, money, and materials (See Financial Manager)
  - Planning and implementing publicity for the product or service (See Public Relations)
  - Maintaining records which will help others planning similar sales programs in the future.

- Raising funds by staging a special event, including:
  - Selecting the type of event which will be appropriate to organizational/agency image
  - Deciding if the event should be targeted to a specific clientele or to the general public
  - Determining the cost/benefits of alternative types of events
  - Planning and implementing publicity (See Public Relations)
  - Organizing a plan for staging the event
  - Selecting and recruiting individuals to work on various types of tasks and activities

- Training staff and participants (See Trainer)
- Obtaining and organizing materials
- Determining if permits and permission will be needed and obtaining them
- Selecting sites and locations for the event on the basis of factors such as target population, cost, etc.
- Monitoring the work of staff
- Keeping records that will be of use to others planning similar special events

- Raise funds from government, corporations, and/or foundations by:
  - Researching special interests of potential funding sources (See Researcher)
  - Preparing a proposal
  - Contacting appropriate funding sources
  - Promoting a proposal, project, or special need
  - Preparing reports which demonstrate organizations or agency accountability to the funding agency

- Raise funds from the public through a campaign including:
  - Planning campaign theme and organizational strategy
  - Recruiting workers for different levels of responsibility and different kinds of tasks
  - Training and motivating workers (See Trainer)
  - Prepare materials to be used in the campaign (See Public Relations)
  - Monitoring the progress of the campaign
  - Revising staffing and strategy to deal with emergencies or with inadequate public response.
  - Preparing reports which will be of assistance to others planning similar campaigns in the future

This list is not a complete description of the skills which a fund raiser may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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COUNSELOR

Counselors advise other people who are seeking help and assistance with a problem. Typically para-professional counselors are screened and trained prior to beginning work and they work under the supervision of a professional. Types of counseling responsibilities range from intake screening or referral to career guidance to short or long term intensive individual or group therapy.

In my work as a counselor, I can:

- Describe the psychological theories on which different counseling approaches and techniques are based
- Describe the laws which pertain to para-professional counseling
- Describe the legal and ethical problems related to confidentiality
- Describe in depth a particular counseling approach and show how it can be applied to various example situations
- Describe techniques of test administration and interpretation of a particular test used in counseling and or guidance settings
- Demonstrate listening skills by:
  - Describing the qualities which make an effective listener and providing examples
  - Describing approaches for determining if I have heard what the client wanted me to hear
  - Describing approaches for expanding or limiting the focus of the discussion and the rationale for either
  - Describe my short and long range objectives as a listener and describe how these objectives influence my listening approach
  - Describing techniques for giving listening feedback to the client
- Demonstrate skills used in referral counseling by:
  - Describing the limitations of my counseling skills
  - Describing my skills as a listener (as above)
  - Describing my skills in crisis situations (as below)
  - Describing methods of building referral resources
  - Describing considerations and methods of using resources effectively
  - Describing approaches for responding to people seeking assistance for someone else
  - Describing special skills used in phone referral counseling
  - Describing approaches for responding to people seeking assistance for themselves
  - Describing methods of clarifying and focusing on the referral needs
  - Describing approaches for making the referrals and the rationale for each
  - Describe the special skills needed for the particular referral situations in which I work

- Demonstrate skills related to client "in-take" or entrance interviewing, screening or placement by:
  - Describing what kind of information is helpful to the kind of counseling done at the agency with which I have worked and why
  - Describing methods of obtaining this information in both simple and difficult cases
  - Describing methods of building client confidence in the agency
  - Describing methods for determining the urgency of the client's concern(s)
  - Use the skills of crisis intervention, listening, and referral when appropriate
  - Describing techniques for keeping the interview within the structure of the in-take interview
- Demonstrate the skills needed in situations of crisis intervention by:
  - Describing techniques for identifying crisis situations
  - Describing techniques for pro-actively dealing with the people surrounding the crisis situation
  - Describing responses to different kinds of crisis situations I have handled or know how to handle
  - Describing my legal limitations in handling crisis situations (dealing with minors, medical restrictions, confidentiality laws, etc.)
  - Describing the factors to consider and prioritize in handling a crisis situation
  - Describing the special skills needed for the particular crisis situations in which I have worked (rescue squad, crisis telephone service and/or center, poison center, drug center, flood and disaster center, rape counseling center, etc.)
  - Describing techniques for dealing with people who are complicating the crisis situation rather than aiding it
- Demonstrate skills related to career or life planning guidance by:
  - Describing methods of aptitude and interest assessment
  - Describing methods of value clarification
  - Describing approaches used to help a client expand consideration of options and clarify options and alternatives
  - Describing possible approaches to decision making and rationale for each
  - Describing methods of support with decision implementation and follow up
  - Describing characteristics of situations which need to be referred because they are beyond my present skills
  - Describe resources available to assist the client with the various parts of the process (assessing interests, determining alternatives, decision making, implementing, etc.)

- Demonstrate skills used as support for professional counseling by:
  - Describing a particular exercise or technique and it's appropriateness for use in professional counseling (group or individual)
  - Describe my support responsibilities and capabilities in the counseling situation
  - Describing the concerns of the particular setting in which I worked and my role in that setting
- Demonstrate skills used in intensive individual or group counseling or therapy situations by:
  - Describing my objectives in counseling and how I apply them (both long and short term)
  - Describing the techniques I use and their rationale
  - Describing the theoretical or conceptual basis for the techniques I use
  - Describe the cues I use to assess the state (emotional, physical, etc.) of the client
  - Describe the cues I use to determine when to seek additional professional help or services
  - Describing the cues I use to determine the effectiveness of counseling
  - Distinguishing between the appropriateness and techniques of group and individual counseling
  - Describing the particular concerns of the counseling setting(s) where I have worked (alcohol problem center, church family counseling, etc.) and how they affected my counseling experience
  - Describe techniques used to help the client have closure or integration at the end of the counseling
- Demonstrate the skills particular to co-leading or leading group counseling workshops or on-going therapy sessions
  - Describing the concerns particular to leading or co-leading a counseling group
  - Describing particular techniques or exercises used to accomplish such possible goals as group solidarity, group conflict resolutions, self disclosure within the group, etc.
  - Describe cues which help me to understand the group processes and interaction

This list is not a complete description of the skills which a counselor may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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YOUTH GROUP LEADER

A youth group leader devises and implements programs which help young people develop and learn.

In carrying out my work as a youth group leader, I can:

- Articulate the philosophy of the organization or sponsoring group
- Describe how the components of the program relate to organizational philosophy
- Demonstrate a knowledge of child growth and development
- Demonstate a knowledge of theories of learning
- Demonstrate a knowledge of teaching methods and materials (Specify areas _____ _____)
- Select activities which will help children learn desired skills and attitudes
- Determine the cost/effectiveness of alternative program components
- Plan a youth group program, including:
    - Defining program objectives
    - Involving group members in program planning
    - Selecting activities which will most efficiently lead to meeting the program objectives
    - Selecting activities which are most appropriate for the age, background, and experience of group members
    - Preparing program materials
    - Determining the budget for the program
    - Deciding on methods to evaluate the program
- Administer a youth program, including:
    - Selecting and/or recruiting others for various responsibilities
    - Training other adults as leaders or assistants (See Trainer)
    - Training youth group members for leadership roles within the organization
    - Working with adult members of the supervising board or agency
    - Determining the effectiveness of various program components in meeting organizational goals
    - Assessing the effectiveness of other leaders
    - Organizing committees to carry out tasks
    - Keeping records of individual and group progress
    - Keeping budget and financial records

- Coordinating activities of various groups
- Securing financial resources (See Fund Raiser)

- Direct a youth group, including:
  - Organizing and conducting meetings
  - Teaching
    - games
    - crafts
    - music
    - dance
    - interpersonal skills
    - democratic processes
    - dramatics
    - health and safety
    - art
    - outdoor/camping skills
    - religion
    - conservation
    - homemaking
    - citizenship
    - other (Specify _____)
  - Demonstrating a knowledge and use of techniques and equipment specific to the organization's program
  - Abiding by the organization's standards
  - Providing guidance and counseling to young people as appropriate (See Counseling)
  - Using audio-visual equipment
  - Demonstrating a knowledge of children's games
  - Storytelling, including demonstrating a knowledge of children's literature
  - Demonstrating a knowledge of safe procedures for children's activities
  - Demonstrating the ability to use appropriate techniques to deal with interpersonal conflicts
  - Describing how youth groups serve as socializing agents

This list is not a complete description of the skills which a youth group leader may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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GROUP LEADER FOR A YOUTH SERVING ORGANIZATION

Leading groups of young people for a youth serving organization means helping young people grow and develop within an organizational structure.

In carrying out my responsibility as a group leader for a youth serving organization, I can:

- Plan and coordinate activities
- Secure resources, human and physical
- Provide counseling services for young people, where applicable
- Organize committees to carry out tasks
- Keep records of individual and group progress
- Prepare budgets and keep financial records
- Organize and conduct meetings
- Understand and deal with conflict
- Teach games, crafts, songs, dances, interpersonal skills, socialization, democratic process
- Use audio-visual equipment
- Abide by organization's standards for minors
- Use proper safety precautions
- Know and use techniques and equipment specific to the program

This list is not a complete description of the skills which a group leader for a youth serving organization may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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MUSEUM STAFF ASSISTANT (DOCENT)

Staff assistants (docents) investigate, describe and discuss museum exhibits with groups of individuals to facilitate a better understanding of what is being seen. Docents may work in art galleries or museums; historical buildings, museums, reconstructions, or parks; in science or natural history museums; in zoos; or in parks.

As a staff assistant (docent), I can:

- Plan and prepare a lecture-tour for children and/or adults
- Translate information and facts to a level of understanding appropriate to the background and experience of the audience
- Deliver a lecture-tour without notes but following a suggested outline
- Modify the information given in a lecture-tour to suit children of various ages
- Develop and use techniques which arouse curiosity and provoke discussion during the lecture-tour
- Demonstrate a knowledge of and the ability to use a library and other reference resources
- "Read the nature" of a group during the first 10 minutes of a lecture-tour and modify the remainder of the lecture-tour as appropriate
- Know the criteria on which to judge a work of art
- Plan a lecture-tour to meet specified educational objectives
- Know the criteria on which to judge other lecturers
- Speak in public with confidence
- Understand and can use group dynamics
- Understand and can explain the policies of the organization or institution
- Demonstrate my knowledge of:
    - Art history
    - Art techniques
    - United State history
    - World history
    - State and/or local history
    - Plants
    - Animals
    - Science
    - Other areas (Specify _____

      _____

- Describe methods of investigation (see Researcher)
- Prepare museum support materials (see Public Relations)
- Demonstrate my knowledge of teaching methods and materials
- Develop written materials for use in lecture-tours
- Use audio-visual materials in conjunction with lecture-tours
- Demonstrate craft techniques
- Take part in "living history" depictions/demonstrations
- Explain the reason and purposes for museums, zoos, etc.
- Know how to care for living plants and/or animals which are part of the collection
- Know how to care for and maintain the materials and equipment in the collection
- Develop and maintain a library of materials relevant to my lecture-tour specialty
- Train others to work as staff assistants (See Trainer)
- Work with members of the professional staff and/or with members of the supervising board

This list is not a complete description of the skills which a museum staff assistant may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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The project staff wish to thank Lois Raasch of the Art Institute of Chicago and JoAnn Ludwig of the Chicago, Lincoln Park Zoo, for their helpful lists of skills for staff assistants which have been incorporated in these materials.

MANAGER OF HOME FINANCES

The manager of home finances is concerned with the responsible allocation and monitoring of finances related to home and/or family management.

As a manager of home finances, I can:

- Plan ahead and set monetary goals
- Budget existing funds
- Maintain family financial records
- Demonstrate knowledge of the fundamentals of investment by explaining which investments were made or considered and why
- Demonstrate knowledge of the rationale for various kinds and amounts of insurance by indicating which policies were obtained or considered and why. (Health, Life, Tenant, Auto, etc.)
- Demonstrate my skills as a consumer or monitor of consumption by:
    - Buying and using various products in the commercial market
    - Knowing the advantages and disadvantages of various kitchen utensils available for cooking, serving, and storing foods
    - Knowing about different cleaning products and tools -- how to do the job most effectively and easily
    - Knowing about various patent medicines and sundry items -- when they are needed, how to determine which brand is the most effective and economical, and how much to use of them
    - Selecting good schools and knowing about the community resources which are available
    - Selecting and purchasing clothing which will be appropriate and durable
    - Determining which repairs are most appropriately and cost effectively done by a professional
- Demonstrate my knowledge of laws which can effect family finances by:
    - Describing laws related to finances and such circumstances as death, divorce, child support, etc.
    - Describing bankruptcy laws and procedures
    - Describing home/business laws and procedures
    - Preparing and defending income tax returns in order to maximize savings
    - Describing social services legally available from the government or service agencies and the process of obtaining them.
- Demonstrate my knowledge of real estate by:
    - Discussing the (dis)advantages of (long and short range) buying, renting, condominium owning, etc.
    - Evaluating a neighborhood's appropriateness to family needs

  - When selecting a house or apartment, know how to evaluate structure, plumbing, wiring, sewage, etc.

- In evaluating a real estate purchase by:

  - Describing how to obtain information on taxes, loans, zoning, forecasted real estate charges, etc.

  - Discussing the relative importance of these factors

This list is not a complete description of the skills which a manager of home finances may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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HOME NUTRITIONIST

A home nutritionist is concerned with the responsible need assessment, planning, management and delivery of the nutritional aspects of the home.

As a home nutritionist, I can:

- Demonstrate an understanding of the basic elements of nutrition by:
  - Assessing the nutritional needs of the people and/or animals for whom I am responsible nutritionally.
  - Describing the variations of nutritional needs relative to age, exercise, present condition (overweight, average, underweight), metabolism, etc.
  - Describing alternative sources for meeting various nutritional requirements (vitamins, milk substitutes, etc.).
  - Describing symptoms of various nutritional deficiencies or excesses and their remedies (i.e., weak fingernails - gelatin; poor night vision - lack of vitamin A; tiredness resulting in anemia - resulting from insufficient iron).
  - Describing the ramifications of the restricted diets of which I am familiar.
  - Describing the uses to the body of various kinds of food or properties of food groups (carbohydrates, fats, etc.).

- Demonstrate skills related to nutritional planning and cost effectiveness by:
  - Describing the relevant resources available to me or potentially available to me, i.e., available time (mine and others'), abilities, supplies (freezer, refrigerator, oven, mixers, utensils, storage space, etc.) and money and how they influence my ability to be effective.
  - Describing methods of dealing with a sudden reduction or absence of any one or more of the above resources.
  - Describing ways of obtaining help from social service agencies if my resources are limited, or suddenly reduced, or changed by emergency.
  - Describing long and short range effects and goals as they relate to available resources.

- Describing the advantages and disadvantages of buying in bulk or in smaller quantities.
- Describing the various methods of storing and preserving foods and their advantages and disadvantages.
- Describing the various methods of obtaining food and their advantages and disadvantages (growing ones own, co-ops, farmers markets, specialty stores, large chain grocery stores).
- Describing the advantages and disadvantages of selecting foods at various stages of the preparation process (i.e., "raw" form, semi-prepared, prepared, etc.).
- Describing positive and negative effects of special diets with which I am familiar.

- Demonstrate skills associated with food preparation and storage by:
  - Describing the methods I have used to store various kinds of food (canning, freezing, etc.).
  - Describing the techniques I use in the preparation of unusual foods or foods difficult to perfect (gourmet, foreign, exotic, etc.).
  - Describing the particular aspects which need to be considered in preparing meals for various numbers of people, for people on restricted diets, for people of different ages, or for any other situation in which particular conditions are involved.
  - Describing the unique properties of various food products, i.e., leavening agents, preservatives, etc.
  - Describing the safety precautions and methods of dealing with emergencies which may occur during food preparation.
  - Describing the characteristics of a well planned and prepared meal.
  - Describing methods of determining the meaning and corrective procedures for various cooking conditions or problems.
  - Describing the proper procedures for using various food preparation appliances, utensils, etc.
  - Describing the meaning of terms used in cookbooks.
  - Describing the characteristics of measurement and converting quantities from one measurement system to another.

- Demonstrate skills in meeting nutritional needs outside the home by:
  - Describing the advantages and disadvantages of food sources which might be considered while traveling.
  - Describing sources of food, other than in restaurants, for use while traveling or camping (dehydrated foods, wild foods, etc.).

- Demonstrate knowledge of food poisoning by discussing its causes, symptoms and remedies.

- Demonstrate my knowledge of laws related to nutrition including content and labeling laws, health and cleanliness laws, etc.

This list is not a complete description of the skills which a home nutritionist may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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HOME CHILD CARE-TAKER

The home child care-taker is responsible for providing for the physical, emotional, intellectual and moral needs of a child at different stages of development. In providing this care, the home child care-taker must assess the child's needs, identify the appropriate care and implement such care within the financial, spacial and temporal limitations of the particular setting within which the child resides.

As a home child care-taker, I can:

- Identify the nutritional needs of a child (see Home Nutritionist), including:
  - Selecting among alternate liquid diets for an infant (mother's milk, animal milk formulae, vegetable milk formulae).
  - Determining when to add solid foods to a child's diet, including consulting with medical and paramedical personnel regarding nutritional needs.
  - Devising ways of helping the older child deal with the limitations of a special diet when that is necessary.

- Identifying and provide a safe stimulating environment for a child, including:
  - Providing safe bedding for an infant.
  - Providing stimulating play environment appropriate for pre-school child.
  - Teaching school age children how to identify safe play areas.
  - Purchasing or making materials to develop a child's intellectual and physical growth.
  - Teaching the child games and activities appropriate to her/his age and interests.
- Make effective use of medical services for the child, including:
  - Consulting doctors regarding preventative medicine, and immunizations, etc.
  - Obtaining emergency medical services when necessary.
  - Determining the extent of public medical facilities and deciding when it is appropriate to use them.

- Identify and select appropriate educational environments, including:
  - Choosing appropriate day care facilities when needed.
  - Choosing appropriate pre-school facilities when needed.
  - Consulting with teachers regarding the child's educational development.

- Identify and provide appropriate clothing for a child at different stages of development (see Home Clothing and Textile Specialist), including:
  - Identifying appropriate clothing for different seasons.
  - Identifying and providing appropriate clothing when moving to different climate.
  - Identifying other factors to consider in clothing selection (growth rate, fabric durability, etc.).

- Identify resources in the community which can be used to augment school and pre-school activities, including:
  - playground facilities
  - art, craft, workshops
  - dance and music programs
  - sports programs
  - youth groups (religious, scouting, etc.)

- Identify resources in the community which may be utilized to improve the living conditions for the child, including:
  - Consumer services (such as diaper service, nursemaid service, counseling programs, etc.).
  - Public services (such as: AFDC, Medicaid, food stamps).
  - Direct benefit to the child (such as: diaper service, medicaid, food stamps, Big Brother, etc.).
  - Indirect benefit to the child (such as: counseling services, Parents-without-Partners, etc.).

- Recognize and treat childhood diseases, including:
  - Identifying such diseases and describing their symptoms.

- Determining what immediate remedy is needed.
- Determining whether to consult with a doctor.
- Describing books which are helpful resources in dealing with childhood diseases.
- Describing emergency procedures for various conditions.

- Identify emotional disturbances or learning difficulties in a child which needs professional treatment or added attention and obtain appropriate consultative advice.

- Provide legal, moral and ethical guidance for a child, appropriate to the child's age, including:
  - Familiarizing a child with laws which may affect her/him.
  - Familiarizing a child with codes of moral conduct deemed appropriate by the parent.
  - Devising ways of helping a child to take responsibility for his/her behavior.
  - Devising ways of helping a child to recognize the consequences of alternative behaviors.
  - Devising ways of helping a child to recognize the patterns of behavior, appearance, etc., which are accepted by society and to assist the child in determining personal responses to these patterns (respect for elders, etiquette, social amenities, implicit dress codes, etc.).
  - Determining and describing means of incorporating the interpersonal qualities which I value into the relationship which I have with a child.
  - Devising ways of helping a child to express his/her emotions in acceptable ways.
  - Describing my approach to punishment and reinforcement of a child's behavior and discuss the basis for this approach.

- Demonstrate my understanding of the special needs of a child with a physical or emotional handicap, of a gifted child, of a child in a single parent home, of a child of a highly transient family, etc., including:

- physical needs
- emotional needs
- educational needs

- Demonstrate my understanding of the special needs of a child who has a sudden change in his or her environment, such as death of a close friend or relative, addition of a new family member (infant or aged), divorce of parents, etc.
  - Describe ways I develop to meet the above special needs.

This list is not a complete description of the skills which a home child care-taker may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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HOME DECORATOR AND MAINTAINER

A home decorator and maintainer plans and executes home decorating ideas and is responsible for the proper care of the home.

As a home decorator and maintainer, I can:

- Demonstrate my knowledge of the textile aspects of the home (see Home Clothing and Textile Specialist).

- Demonstrate my knowledge of the properties of wood, including:
  - listing the similarities and differences between various kinds of wood
  - selecting different kinds and qualities of wood for different purposes
  - identifying different woods
  - refinishing different woods

- Demonstrate my knowledge and skills in carpentry, including:
  - proper use and maintenance of tools used in carpentry
  - designing carpentry projects
  - executing carpentry projects
  - repairing wood products

- Demonstrate my knowledge and skills in home maintenance and repair, including:
  - preventing problems in the plumbing, electrical and heating systems in the home.
  - diagnosing problems in the plumbing, electrical and heating systems in the home.
  - correcting problems in the plumbing, electrical and heating systems in the home.
  - managing the overall maintenance of the home, including:
    - assessing what needs to be done.
    - determining the costs and time involved including the consequences of postponing the project.
    - prioritize tasks.
    - determine which tasks I can do.
    - select people to make other repairs
  - explain my legal recourse if repairs are made poorly or improperly.
  - explain my legal recourse if the owner of the dwelling I rent fails to keep the building adequately maintained.

- Demonstrate my knowledge of creative home decorating, including:
  - Analyzing the physical elements to be considered in decorating a room (ceiling height, windows, electric socket placement, etc.).
  - Analyzing the non-physical elements to be considered in home decorating (use by children, aged, or handicapped, cleaning and preservation of decor, flexibility, etc.).
  - Analyzing the resources currently available (existing furniture, carpeting, accessories, etc.).
  - Determining possible changes or additions and the consequences of each.
  - Describing the effects of colors in home decorating (wall color, contrasing/complementary colors, etc.).
  - Describing ways that colors, designs, mirrors, etc. can be used to alter room appearance.
  - Selecting products which reflect the above considerations.

- Research products or materials of which I am unfamiliar.

- Manage yard and garden care (see Home Horticulturist).

- Maintain, diagnose problems, and repair motorized equipment (lawn mower, automobile, etc.), or electric applicances (blender, toaster, lamps, etc.).

- Prevent conditions which increase the potential for fire or other hazardous situations (worn wiring, spilled flammable liquids, crowded stairs,etc.).

- Prepare my family to handle various emergencies which may occur (tornado, fire, hurricane,etc.).

This list is not a complete description of the skills which a home decorator and maintainer may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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HOME CLOTHING AND TEXTILE SPECIALIST

A home clothing and textile specialist is responsible for planning, providing, and caring for wearing apparel (fabric, fur, jewelry, etc.) and textile products found in the home (curtains, slipcovers, wall hangings, etc.).

As a home clothing and textile specialist, I can:

- Demonstrate knowledge of the properties of various kinds of fabrics and materials used in the home or for wearing apparel by describing:
  - Care and maintenance properties (cleaning, wear, vulnerability to stains or heat, etc.)
  - Pliability and structure
  - Differences in method of production
  - Relative costs
  - Terms used to describe these materials or their properties

- Analyze the wearing apparel needs of people taking into consideration such factors as age, figure, size, budget, kind and level of activities, fashion, and individual differences and interests.

- Demonstrates skills used in producing clothing or home textile products by:
  - Using patterns, according to accepted standards, to make clothing or other home textile products.
  - Making alterations of patterns or merging two or more patterns to make clothing or other home textile products.
  - Creating my own patterns from which to make clothing or other home textile products.
  - Describing proper use and maintenance of tools and equipment used in textile construction (sewing machine, loom, etc.).
  - Describing the process I use to create, design, and implement a textile related idea.
  - Using a variety of different techniques in my specialty (embroidering, leather work, tailoring, spinning, weaving, macrame, knitting, crocheting, upholstering, etc.).

  - Showing how different fibers produce different effects.
  - Describing ways of determining the kind of results which occur when different techniques, colors and materials are combined.

- Demonstrate skills and knowledge related to maintenance of wearing apparel and home textile products including:
  - Describing proper cleaning or preserving procedures.
  - Describing procedures for altering, mending, and/or remodeling.
  - Describing storage considerations.

- List and explain terms used in my specialty area (warp, skein, bias, flat fell seam, etc.).

- Discuss the history of my specialty and describe how methods and materials have changed.

- Identify the technique, period, and origin of various textile and/or clothing samples.

This list is not a complete description of the skills which a home clothing and textile specialist may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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HOME HORTICULTURIST

A home horticulturist is concerned with the practical aspects of growing (procuring, planting, maintenance, etc.) of trees, fruits, vegetables, flowers, and ornamental plants.

As a home horticulturist, I can:

- Demonstrate my knowledge of the environmental influences which effect plant growth by:
  - Describing the properties of various kinds of soil including:
    - how to test the soil
    - how to change soil properties
    - the kind of plants which need or provide various soil properties
    - how to improve soil drainage or prevent erosion
    - how to get assistance with soil problems
    - how to mix fertilizers appropriately
    - how to prepare compost or alter the soil properties organically
    - how to prepare soil prior to planting
    - how to maintain soil after the growing season - if outdoors
    - an explanation of any tools frequently used in soil work
  - Describing methods of providing an optimum environment for the various kinds of plants I grow (moisture in the air, lighting, temperature, etc.).
  - Describing methods of protecting plants from the adverse effects of environmental influences which I can't alter.

- Demonstrate my knowledge of the biological functioning of plants by:
  - Naming all the parts of various kinds of plants and the function they serve for the plant.
  - Describing the process by which a plant gets its nourishment.
  - Describing the process of regeneration for various kinds of plants.
  - Describing the classification system used in ordering plants into groups.

- Demonstrate my knowledge of planting and transplanting procedures by:
  - Describing the considerations and techniques involved with transporting and transplanting a plant, tree, etc., and the special care to be taken following transplanting.

- Describing the qualities of a plant to be considered prior to purchasing or transplanting.
- Describing the growing season of various plants and how to determine when and where to plant seeds or seedlings.
- Describing how I select between varieties of plants or seeds available to me.
- Demonstrate planting techniques.
- Selecting containers appropriate for various types of ornamental and/or indoor plants.

- Demonstrate my knowledge of hazards effecting plants and how to remedy them by:
  - Describing the differences between animals and insects which are harmful to the plants I grow and those which directly or indirectly help the plants I grow (bees and cross pollination, lady bugs which eat aphids which eat leaves, etc.).
  - Describing methods of detecting and diagnosing plant damage.
  - Describing the organic or inorganic methods of preventing damage to plants from insects.
  - Describing the various methods of weed control.
  - Describing the methods which I use to prevent plant damage due to animals.
  - Describing the cost effectiveness aspects of the various methods described above.
  - Describing the resources available to me to obtain assistance with these kinds of problems.
  - Describing and explaining any tools or materials used in pest or weed control.

- Demonstrate my knowledge of plant maintenance by:
  - Describing how I arrange my resources to allow for optimum plant maintenance.
  - Describing the cues which I use to diagnose a need for a change in maintenance procedures and how I proceed to test my diagnosis.
  - Describing the care that various plants need for optimum growth.
  - Describing the concerns to be considered in harvesting.

- Demonstrate my knowledge of a particular method or part of a method of growing or caring for plants (organic gardening, creating hybrids, etc.).

- Demonstrate my indepth knowledge of a particular kind of plant and its care.

- Demonstrate knowledge of harvesting vegetables, fruits, and flowers.

- Demonstrate my knowledge of the proper care for plant products (flowers once they have been cut; vegetables once they's been harvested).

- Demonstrate knowledge and techniques of plant pruning:
  - facilitating growth and/or flowering
  - seasonally
  - after transplanting
  - for ornamental effects

This list is not a complete description of the skills which a home horticulturist may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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Appendix B

MINUTES: Conference on Accrediting the Competencies Acquired by Women from Their Domestic and Volunteer Work Experience

March 17-18, 1975

Monday - March 17

EVENING SESSION

Guest Speakers: John Valley, Director, College-Level Placement & Equivalency Program, CAEL Assembly Activities
Tom Donlon

Participants: Sister Margaret Burke, Barat College
Mary Jo Clark, Educational Testing Service
Anita Cleveland, Mercer University in Atlanta
Pauline Connell, Winona State College
Ruth Ekstrom, Educational Testing Service
Guadalupe Hernandez-Gutierrez, San Jose City College
Abigail Harris, Educational Testing Service
Judith Homer, Salem College
Marlaine Lockheed, Educational Testing Service
Marilyn Wiener, Northeastern University

John Valley - Historical Framework of Assessing Non-Traditional Learning

In 1974, Educational Testing Service and a group of American colleges and universities received funding from the Carnegie Corporation of New York for the establishment of a system called Cooperative Assessment of Experiential Learning (CAEL). The three main components of the project consisted of:

1) surveying and development of assessment methods that are appropriate for experiential learning,
2) validation of these methods, and
3) optimum utilization of the outcomes of the project

The organization vehicles proposed to accomplish these tasks were a small task force of institutions working actively with Educational Testing Service and a much larger consortium of institutions (CAEL Assembly) through which to try out new methods and disseminate project information.

After review of available literature and an inventory of existing programs, four priority work areas were established:

1) assessment techniques for interpersonal skills,
2) portfolio development,
3) means of assessment of work experience, and
4) use of expert judgement in assessment

In addition, twenty university site projects were funded through CAEL to investigate particular aspects of assessing non-traditional learning. Specific expected products were defined and are being evaluated.

In May the CAEL Assembly will meet in New Orleans to review the work done in the four priority areas and to continue working in these areas through the use of Developmental Task Workshops.

Tom Donlon - Sample Focus: Interpersonal Skills Appraisal

Tom Donlon picked up where John Valley left off by focusing on one of the four priority areas defined by CAEL: assessment of interpersonal skills. The Task Force to deal with this area began by attempting to define competency levels in interpersonal skills. This was eventually accomplished by using the categories defined by the Dictionary of Occupational Titles as a starting point from which to devise eleven skill clusters.

The Task Force then concentrated on a compendium of assessment techniques and how each technique could be used in appraisal of interpersonal skills. The techniques discussed were:

1. checklist of elements of the experience
2. autobiographical statement
3. letters of recommendation
4. interview
5. expert judgement ratings
6. topical essay
7. tests
8. simulations
9. group discussions (leaderless)
10. work samples
11. content analysis (e.g., minutes of an organization)

Discussion followed on the appropriateness of using these various techniques. A concern which emerged and became the focus for discussion was the process of linking the experience to a particular course or academic area.

Problems in Accrediting the Competencies Acquired
by Women from Their Domestic and Volunteer Work Experience*

March 18, 1975

Conference Participants

Lynn Brooks, Adelphi University
Winifred Brown, New York City Mayor's Voluntary Action Center
Sister Margaret Burke, Barat College
Mary Jo Clark, Educational Testing Service
Anita Cleveland, Mercer University in Atlanta
Pauline Connell, Winona State College
Ruth Ekstrom, Educational Testing Service
Guadalupe Hernandez-Gutierrez, San Jose City College
Abigail Harris, Educational Testing Service
Judith Homer, Salem College
Marlaine Lockheed, Educational Testing Service
Joan Mansfield, Association of Junior Leagues
John McGarraghy, New York State Education Department
Elizabeth Olson, American National Red Cross
Carol Stoel, Fund for the Improvement of Postsecondary Education
Marilyn Wiener, Northeastern University

9:30 a.m. Discussion: A Framework for Conceptualizing Domestic and Volunteer Competencies: A Three Dimensional Taxonomy

As an introduction to this discussion, the college representatives were asked to indicate the position of their respective schools in regard to the relevance of skills acquired by women in domestic and volunteer work. Discussion followed in which Northeastern, Winona State College, and Adelphi University representatives responded that their schools would grant credit for certain experiences. The necessity of thorough documentation of the work experience by the women requesting credit was stressed. Although Barat College does not yet grant credit for work experience, Sister Margaret Burke suggested that skills acquired and certain experiences would provide a fertile base for independent study courses. In this type of course, the woman would be given the opportunity to build upon skills acquired in exploring an area of her interest.

* These notes were prepared by Mary Ellen Caro, an undergraduate intern from the College of St. Elizabeth, as part of her field experience in sociology at Educational Testing Service, under the sponsorship of Dr. Lockheed and Dr. Ekstrom.

In response to this discussion, the representatives from the various volunteer groups expressed the need to make the volunteer aware of her experiences within the organization as being: 1) a learning experience and, 2) a part of community improvement.

Moving from this point, the three dimensional taxonomy of the competencies acquired by women from domestic and volunteer work was presented. The following dimensions were listed: 1) setting of the activity, 2) the function of the activity, and 3) the medium of the activity. Organizing these dimensions into a cubical figure displaying ten institutional settings and possible three functions, administration, socialization, and service that may be performed within these settings, the college representatives were asked to indicate which of settings, types of functions, and medium of the functions they viewed as potential areas for college credit. The ten institutional settings identified are as follows: things, people, ideas, health, education, justice, citizenship, recreation, social welfare, civic and community action, religion, politics, and home. Although there appeared to be some confusion on the part of college participants about the relation between setting and its particular function, areas of potential credit were listed.

The areas suggested by the various college representatives are as follows:

1) recreation
2) social service
3) civic community
4) political
5) health
6) religion
7) communication

In the area of health, Sr. Margaret Burke, Barat College mentioned the number of school nurses returning to college in response to state legislation requiring a bachelor degree. The experience of these nurses could be viewed as potential areas for college credit. The problem of granting credit in an area which there is not a department present, such as health, was raised. The suggestion was made that evaluators from these departments in other colleges and universities be used to evaluate experiences.

IN SUMMARY, the initial discussion of competencies acquired by women in domestic and volunteer experiences suggested that the college representatives certainly view certain experiences as potential credit but there exist certain college concerns regarding the granting of credit. These concerns were discussed further later in the conference.

10:15 a.m. Some Current Approaches to Accrediting Women's Prior Learning: 1) Adelphi-Lynn Brooks, 2) Northeastern-Marilyn Wiener, and 3) Winona State-Pauline Connell

At this point, three current approaches to accrediting experience were discussed. They will be summarized briefly.

1) Adelphi University

Accreditation of women's prior learning is given in two areas -- 1) life learning, experience gained in non-structured course such as volunteer work, or 2) non-college courses - structured courses given through in-service training or in institutional settings involving evaluation and academic standards.

This accreditation is carried out through a program, ABLE, in operation at Adelphi called University College. At present, eight hundred students are part of University College which has its own requirements and classes. This college functions separately from

Adelphi University, although upon completion of a program leading to the bachelor's degree through University College, a student receives the Adelphi University diploma.

The student enrolls, through the University College, for a total of six credits, but attends only one class period of three hours per week. The remainder of the credits are applied to independent work on the part of the student. Thus, teaching time amounts to three hours, while the student pays for six hours. The financial benefit of programs such as these to a university are essential to their existence. Innovative procedures such as this alleviates further financial burden of the school, while enabling the student to do independent work.

There are some caveats associated with accrediting life learning in non-college courses of the University College. Credit received through life learning or non-college courses may not be accepted by other departments. Also, if graduate or medical school at Adelphi is a future goal of the student, the general requirements of the University must be met. Lynn Brooks cited two examples of students accepted to law and medical school that have completed their undergraduate work through the ABLE program, and also met general requirements of the larger university.

At Adelphi University, the process of obtaining credit is a systemized one, involving paid evaluation and requiring thorough documentation by the student. To receive non-college course credit, documentation of experience is necessary. A portfolio of this material is sent to an evaluator from an appropriate department, or to an outside evaluator if the area is not covered by instruction at Adelphi. The evaluator is paid $25 per evaluation. There is

no charge to the student for the evaluation, and there is no limit of the number of credits accepted.

To obtain credit for life-learning, the student registers for a workshop (fee required) in which she is taught to categorize her experience into specific areas. At the end of the workshop, the student presents a portfolio for evaluation, indicating the number of credits desired. There is an appeal option available to the student if she disagrees with the number of credits received. A limit of thirty credits can be granted for life-learning. Lynn Brooks stressed the role of counseling in aiding the student to maximize her prior learning experience.

2) Northeastern University

Non-college experience is granted credit to those students participating in programs leading to the bachelor's degree in liberal arts through the University College. A limit of sixteen hours can be credited. University College grants the same degree as the larger university.

The student must petition the chairman of the related departments for credit. The final decision for credit is left to the chairman and consultants. Only matriculated students with forty earned credits are permitted to petition for credit.

3) Winona State College

Utilizing state funds, Winona State maintains an External Studies Program recognizing credit gained from: 1) Life-work experience and, 2) informal experience. Students participating in this program are required to fulfill general requirements and doing so, receive the same degree as those students not participating in the program.

Through offices located both on and off campus, a student petitioning for credit may submit her application and portfolio. Included in the portfolio must be documentation of the experience and a biographical sketch of the applicant. Instructors evaluate the portfolio at no cost. Credit can be earned in the following three divisions:

1) structured courses
2) general subject areas, e.g., law enforcement
3) general elective category

IN SUMMARY, colleges and universities currently accrediting women's prior learning stressed: 1) the responsibility of student in preparing a thorough portfolio of her experience, and, 2) the need of competent counseling maximizing the experience of the woman.

11:30 a.m. Some Current Approaches to Training and Evaluating Volunteers: 1) Winifred Brown, 2) Joan Mansfield, 3) Betty Olson, and 4) John McGarraghy

Moving from the perspective of the university representatives, volunteer representatives were asked to describe their approaches in training and evaluating volunteers. Joan Mansfield, representing the Association of Junior Leagues, discussed their aim of establishing national standards. In orienting the volunteer worker to her experience, training and service to the community were stressed. Current concerns of the Junior Leagues involve the development of structured training for their volunteers through institutes and courses.

Betty Olson, representing the American Red Cross, described the in-service training available to volunteers of the Red Cross. In-service training is highly structured in the Red Cross. Their

current concern is asking the individaul volunteer to identify specific learning goals and to develop a thorough portfolio of her experience.

Winifred Brown, of the New York City Mayor's Voluntary Action Center, focused attention on the need to develop a list of competencies acquired by women in volunteer and domestic work.

Representing the New York State Education Department, John McGarraghy presented an example of an evaluation of competencies of a volunteer experience performed by the Office of Noncollegiate Sponsored Instruction. This office serves to evaluate structured training experience in terms of college credit. While it is utilized mostly by businesses, this evaluation can be extended to volunteer organizations. Credit recommendation is made only in evaluating programs which have specific objectives and mechanisms for evaluating the program.

At this point discussion ended as the conference recessed for lunch.

1:15 p.m. College Concerns Regarding the Crediting of Prior Learning

Dr. Lockheed presented the following college concerns regarding crediting and asked the representatives to respond:

1) The concern for maintaining academic excellence and institutional standards
2) The economic disincentive for accrediting prior learning
3) Faculty desire to maintain control over curriculum
4) Fear that accrediting women's non-work competencies will result in a perception that their degree is inferior to men's degrees.

5) The concern that this practice will encourage more non-traditional students to return to college and thus alter the quality of undergraduate experience
6) Difficulty in establishing uniform evaluation standards
7) Opinions of state and regional accrediting associations
8) Lack of volunteer training, supervision and evaluation
9) The concern that theory is as important as actual experience
10) The concern over efficient administrative functioning ("nitty-gritty")

In response to this list of concerns, the college and university representatives were in consensus that the economic concerns of colleges and universities were the strongest. The point that crediting of women's prior learning must prove to be beneficial to the school was stressed. If accrediting leads to increased enrollments, a college will be more apt to favor some form of accrediting program.

In terms of specific concerns, Guadalupe Hernandez-Gutierrez of San Jose City College pointed out the problem faced by a junior college in granting credit for prior learning. The student receiving credit for prior learning who intends to complete her degree at a four-year college will face a possible difficulty in transferring these credits. It would be necessary for the junior college participating in accreditation to work with a four-year college.

Pauline Connell, Winona State College, described the expectations that are placed on a student taking an equivalency test. It has been felt that the student should pass the test with an "A" in order to receive credit, whereas the student taking a structured course receives credit in passing with marks that could have been lower.

At Adelphi, there is an economic concern that by accrediting certain experiences there will be a subsequent loss of students in courses, since their accrediting replaces these courses. Lynn Brooks raised an important consideration: Are the students which receive credit for prior learning students already enrolled in the college or are these students men or women who would never come to college if this program did not exist?

Sr. Margaret Burke of Barat College focused on the role of the small college and its concern in accrediting prior learning. In a small college, experimentation with a program such as this is impossible. There is not the same degree of flexibility as is available to a university having an enrollment of ten thousand students and commensurate faculty.

One of the greatest concerns involved in accrediting prior learning involves the following decisions:

1) The college must decide if the accrediting program is to be a perpherial part of the larger college community, or if it will be
2) A program integrated with the college community

Marilyn Wiener of Northeastern University pointed out the enrollment incentive brought about by an accrediting program. Judith Homer expressed a concern that the potential student be assured that her education would not be inferior to that of the student in the traditional program.

IN SUMMARY, it is clearly evident from the responses of the college representatives that economic considerations and academic standards of excellence rank high among the greatest concerns of colleges in accepting accrediting programs. If these concerns were adequately met, the college representative would welcome a program for accreditation of women's prior learning.

2:00 p.m. Some Possible Approaches tothe Accrediting of Women's Life Experience Competencies

The final discussion of this conference focused on possible approaches to accrediting women's life experience competencies. The conference participants were presented with a sample report of a volunteer worker who applied to California State University for credit for her prior experiences. After reading the sample portfolio, the college representatives were asked to indicate whether credit could concievably be given for the experiences contained in the report. In working for the volunteer agency, this volunteer professional demonstrated skill and achievement in organization, administration, research, training, and communication in developing a Call For Action program at broadcasting station KABL.

In response to this portfolio, all collegiate representatives currently involved with accrediting programs agreed that credit for this experience could be given, although further documentation would be required. Specific approaches are as follows:

Northeastern. Stressing the relation of this experience to actual subject rather than competency, Marilyn Wiener estimated a possible 16 credits for this experience with the following potential breakdown:

2 credits - Social organization
4 credits - Public Relations
4 credits - area of drugs, alcohol

Further documentation was seen as necessary for complete evaluation.

Winona State: Pauline Connell viewed the porfolio in light of actual course requirements and estimated a potential twelve credits for this work experience.

Barat College: Although no accreditation program exists, Sr. Margaret Burke could see a potential six credits for this work experience. Four credits could be given in the area of urban studies, while two credits could be given for a practicum.

Adelphi University: Lynn Brooks noted that this portfolio was a good beginning, but further clarification would be necessary.

Mercer University: Anita Cleveland estimated a potential twenty credits in quarter hours for these experiences. The area in which credit would be received would be independent study within the corresponding department.
The actual results of this student's petition were as follows: ten hours credit in the area of General Studies contingent on the portfolio and a subsequent paper.

Focusing on the volunteer group representatives, Dr. Lockheed asked the participants to indicate if their organization could provide similar portfolios for their members. The various volunteer representatives expressed the lack of a definite outline explaining how to write a portfolio and what to include.
In preparing an outline for a volunteer agency, the following requirements for developing a portfolio were listed.

1. Clear definition of the field of activity, good outline
2. Specificity of skills and methodology
3. Presentation of product or results

In addition to utilizing a comprehensive outline, the necessity of contacting the right person at the college was stressed. It was emphasized that a college contact person such as Adult Education Director must be viewed as an advocate of the potential student.

IN CONCLUSION, the conference focused on the problems in accrediting the competencies acquired by women from their domestic and volunteer work experience by examining the perspectives of the colleges and universities and volunteer organizations. The concerns of colleges in accrediting prior learning were explored in light of economics, academic standards, and other factors. In discussing the role of the volunteer organization in helping the volunteer formulate documentation of her experiences, it became apparent that there is a need for the development of outlines for use in training volunteers to organize their experience for potential credit evaluation.

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Appendix D

List of volunteer agencies contacted since the February 1975 Progress Report:

National Women's Political Caucus

Lincoln Park Zoological Society

Voluntary Action Centers - Eugene, Oregon; Salt Lake City, Utah; Boulder, Colorado; Lansing, Michigan

St. Lawrence Hospital, Community Mental Health Center

Right to Read

Women's Information Center - Pueblo, Colorado

National Association of Bank Women

National Council of Jewish Women

Women's Opportunity Center - Irvine, California

Partners Incorporated - Boulder, Colorado

Butler Hospital - Providence, Rhode Island

American Association of University Women

National Information Center on Volunteerism

Alliance for Volunteerism - Note: The project has a member on the Alliance's Task Force on Education

American Society of Directors of Volunteer Service

The Women's Institute

Fresno (California) Community Council - Child Care Needs Committee

Literacy Volunteers of New York State

Social Service Board of North Dakota

California Hospital Association

West Central Georgia Regional Hospital

League of Women Voters - Idaho

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Appendix F

College Site Visits: Advisory Board Colleges

December 2, 1974 - San Jose City College: Dr. Thomas Gonzales, Dean of Instruction: General and Transfer Education.

San Jose City College is a large urban junior college, with an enrollment of more than 15,000 students and a faculty of over 250 full-time instructors. The college offers both a terminal Associate of Arts degree and courses of credit which transfer to the state college system. The college receives its funding from the local public school district on an average daily attendance basis.

ETS met with the Dean of Instruction: general and transfer education, as well as with the directors of several programs intended to facilitate women's reentry into higher education.

Dr. Gonzales had only recently been appointed to his position and was newly arrived from Colorado. He expressed interest in the area of competency based education but felt that there was faculty resistence to its implementation, as it was seen as a threat to job security and as difficult to achieve. Credit for prior learning is not easily acquired. Although a student may "challenge" a class and take a test to be exempted from further attendance, this practice is not encouraged. A student may challenge a class only after successfully completing 12 units.

ETS met with representatives from the Women's Re-Entry Program, the Women in Transition program and the Retired Re-Entry program, to discuss the problems involved in accrediting the competencies acquired from prior experience in general. Questionnaires were distributed to be filled out by some students; about six students were contacted directly.

It was reported that both the WREP and the WIT programs attracted students, with over 450 applications received for the 45 places available in the WREP.

Other Contacts:

1) Guadalupe Hernandez-Gutierrez, Director, Women's Re-Entry Program,
2) Gloria Bramin, Assistant Director, Women's Re-Entry Program,
3) Jean Grabiec, Director, Women in Transition program,
4) Joan Moore, Director, Retired Reentry program.

December 5, 1974 - Mills College: Dr. Roussel Sargent, Dean of the Faculty.

Mills College is a small private liberal arts college for women with a student enrollment of over 1,000 and a full-time faculty of over 100 instructors. The college offers both undergraduate and graduate degrees, and is financed largely from tuition and endowment.

ETS met with Dr. Sargent and Dr. Robert Wert, the president of the college, to discuss issues of accrediting the competencies women acquire from domestic and volunteer work. Both educators expressed concern over the growing number of older women on the Mills campus (over 15% of the undergraduates are returning students) and were reluctant to engage in any activity which brought more older women on the campus without further study of the consequences of such action.

While there exist mechanisms at the college to accredit prior learning, such as the CLEP, students are not encouraged to obtain credit in this way. A meeting with a number of returning women students revealed that the students felt that little they had learned previously had much relevance to their college courses. The school is not at all interested in competency based education, and the students concurred. Questionnaires were distributed to be completed by the women students.

Other Contacts:

1) Chris Schoonover, Director, Career and Life Planning Center
2) Lee Mirmow, Educational Policy Committee
3) Beth O'Neill, Dean of Admissions
4) Allen Wendt, Professor of English
5) Edna Mitchell, Professor of Child Development

December 9, 197[illegible] - University of Minnesota: Dr. A. J. Linck, Acting Associate Vice President of Academic Administration.

University of Minnesota is a large public undergraduate and graduate institution with over 50,000 students enrolled. The college receives its funding from the state and from students' tuition; tuition covers approximately 25% of the cost of instruction.

ETS met with Dr. A. J. Linck, Acting Associate Vice President for Academic Administration and Dr. S. M. Clark, Acting Assistant Vice President for Academic Administration, to discuss the general issue of accrediting the competencies acquired from prior experience. In this regard, the CLEP is used and encouraged and other programs in the college are supportive of accrediting prior learning. ETS met with the director of admissions, the director of the continuing education and extension counseling service, the director of the office for special learning opportunities, and the director of the university without walls. Questionnaires were left with the director of the continuing education and extension counseling service to be filled out by her students. In general, there are numerous mechanisms for acquiring credit for prior learning at the University.

Other Contacts:

1) Jim Preus, Director of Admissions
2) Vera M. Schletzer, Director of Continuing Education and Extension Counseling
3) Donald Myrvik, Director, Office for Special Learning Opportunities
4) Jeff Johnson, Director, University Without Walls

December 10, 1974 - Winona State College: Pauline Connell, Advisor Coordinator External Studies Program.

Winona State College is a public four-year institution offering both terminal two- and four-year degrees, as well as some graduate degrees. Of the total enrollment, 400 students are in external studies. The school is financed on a state matching tuition basis with no reimbursement made for accrediting prior learning.

The process for accrediting prior learning involves initial counseling with an advisor who helps the student prepare a vita and portfolio of his or her accomplishments. This portfolio is reviewed by the advisor and recommendations for general or specific course credit is made. The recommendations are reviewed by a team of faculty (liberal arts, social sciences, physical sciences) and are either approved as recommended or is modified; specific instructors may be requested to verify a student's claim of competence. Some volunteer work done by women has been accredited.

December 12, 1974 - Barat College: Sr. Margaret Burke, President.

Barat College is a small, liberal arts college for women; it has historical ties with the Catholic Church, although it is now independent from religious affiliation. Approximately 800 students are enrolled, with 260 being older women returning to school. The students are from upper income homes. The college receives funds from the state but is mostly financed through tuition.

ETS met with the director of continuing education and the academic dean. They indicated that the large percentage of older women students were causing some tension in the school, especially insofar as the older students were more career oriented and were more serious about their schooling. They were not interested in receiving credit for their prior experience, but rather were attending college in order to acquire new information and training. Twenty such older women students were interviewed and given questionnaires to complete. Most of the women were not interested in receiving credit for prior learning.

Other Contacts:

1) Sr. Marguerite Cleary, Director of Continuing Education
2) Don Hollenhorst, Academic Dean
3) Nancy Alessi, Professor of Child Development

January 16, 1975 - Northeastern University: Kenneth Ballou, Dean of University College.

Northeastern is a large urban private university enrolling over 22,000 students. University College, the segment of the University which provides part-time day and evening programs for mature adults, has an enrollment of approximately 12,000 students and a faculty of approximately 800. This portion of Northeastern offers both associate and bachelors degrees as well as a number of professional certification programs. The institution is financed primarily from tuitions and endowment.

Dean Ballou stated that approximately 5000 women are enrolled in University College. There appear to be two distinct groups of women students: (1) working women who take classes primarily in the evening, and (2) suburban housewives who are usually enrolled in the Adult Day programs. Among this latter group, Dean Ballou has noticed a recent change in motivation. Whereas formerly most of these suburban women wanted to complete their college education for status reasons, they are now much more career oriented.

Northeastern provides credit for prior experience under certain controls. The CLEP examinations are the main avenue for such credit. Students may currently challenge for credit in non-CLEP areas within the liberal arts only. Plans are now being developed for a new program to evaluate prior experience in law enforcement. Students may receive up to 16 quarter hours credit for non-collegiate experience (NCE) plus additional credits for CLEP. The student may apply for NCE credits after having completed 40 quarter hours.

Students applying for these credits are encouraged, insofar as possible, to relate their experiences to existing courses. The evaluation of the experience is in the hands of che relevant department and may include written examinations, oral discussions, papers, portfolios, or interview. No charge is made for the evaluation. Approximately 25 to 30 women have challenged for credit based on volunteer experience in the three years the NCE program has been in effect.

Marilyn Weiner, Coordinator of Adult Programs arranged for ETS to meet with a group of about 30 mature women students at Northeastern's Burlington campus to discuss the problems of evaluating prior learning from domestic and volunteer experience. Questionnaires were completed by about half of the students.

Ms. Weiner is proposing to FIPSE a project to develop career competence curricular portfolios which will be based in part on the ETS taxonomy.

Other Contacts:

1) Dean Ballou;
2) Harold Naidus, Director of Admissions;
3) William Edgett, Director of Admissions; and
4) Marilyn Weiner, Coordinator of Adult Day Programs.

January 17, 1975 - Jackson/Tufts: Nancy Milburn, Dean.

Tufts is a medium-sized, semiurban, private university composed of four undergraduate colleges, including Jackson College for Women, and four graduate schools. There are about 3400 students and 395 faculty members. Financing is primarily from tuition and endowment.

A continuing education program, in existence since 1970, is "designed to meet the need for greater academic flexibility in the education of older women." 45 women are enrolled in the continuing education program which also cooperates with the WINNERS project. Although the catalogue states that women with field or work experience are encouraged to petition for academic credit, Dean Milburn stated that credit for prior experience does not normally provide full course credit but exempts the student from certain phases of specifically related courses and also can make it possible for her to carry an additional course (at no extra cost if she is a full-time student).

Validation of external experience is done by a small group of faculty and administrators with the group selected to be appropriate to the experience. Additional activity by the student, such as writing a paper or making an oral presentation, as well as presenting background material is required of all students to document the experience. About half of the students in the continuing education program ask for credit for either previous or concurrent field experience.

Appendix G

College Site Visit: Volunteer Management Certification Program

September 22, 1975 - Volunteer Management Certification Program, Bureau of Conferences and Institutes, Academy 217, 970 Aurora Avenue, University of Colorado, Boulder, Colorado: Gwen Ritter, on campus coordinator; Marlene Wilson, faculty.

The Volunteer Management Certification Program is designed for people who are involved or intend to be involved in the management of volunteers as a profession. The program is composed of seven required university courses and two electives. The required courses consist of four independent study (correspondence) courses, two intensive seminar workshops, and an independent field problem.

The four required independent study courses are outlined below:

1. Vol. Ed. 10-3c (quarter hours). Overview of Volunteer Administration.

   This course provides an introduction to the many facets of volunteer program administration. The problems and responsibilities faced by a director are considered in a practical, straightforward manner. Course topics include such areas as Line Staff Support; Recruiting and Screening Volunteers; Funding, Budgeting, and Cost Analysis; and Communication and Public Relations in Volunteer Programs.

   Course texts include:

   Scheier, I. Guidelines and Standards for the Use of Volunteers in Correctional Programs (National Technical Information Service, 1972).

   Scheier, I. Orienting Staff to Volunteers: A Guidebook (The National Information Center on Volunteerism, Frontier Series, 1972).

2. Vol. Ed. 11-3c (quarter hours). Orientation and Training of Volunteers for Human Service.

   This course provides a framework for planning, designing,

executing, and evaluating a training program for volunteers. Each student is required as part of the course to prepare a written training model for a volunteer program.

Course texts include:

Jorgensen, J. D. and Scheier, I. H. Volunteer Training for Courts and Corrections (Scarecrow Press, 1973).

Levin, Parisien, and Thurtz. Handbook on Volunteers in Army Community Service (Human Resources Research Organization, 1969).

Schindler-Rainman and Lippit. The Volunteer Community (Learning Resources Corporation, 1971).

3. Vol. Ed. 12-3 (quarter hours). Effective Management of Volunteer Programs.

This course examines the vast changes that are occurring in the field of volunteerism and the implications of these changes upon the skills and training of the manager of volunteer programs. Topics which are included are Role of Manager; Motivation; Organizational Climate; Creative Job Design; Interviewing and Placing Volunteers; and Reward and Recognition.

Course texts include:

Naylor, H. Volunteers Today--Finding, Training and Working with Them (Dryden Associates, 1973).

4. Vol. Ed. 13-3c (quarter hours). Environmental and Social Planning.

This course will focus on qualitative and quantitative techniques for environmental social planning. The conceptual framework will deal with experimentation as a method of planning and evaluating social programs with particular emphasis on volunteer program accountability. The processes of planning and policy formulation will be examined

from governmental and private sector perspectives. All students will prepare one-to three-year plans for their organizations for critique by the instructional staff.

The intensive seminar workshops concentrate on skill building in volunteer management. The first level workshop includes such topic areas as: group dynamics, transactional analysis, volunteer job design, minority involvement, MBO techniques, leadership skill development, motivational techniques, etc. The advanced level workshop has a more focused agenda and addresses the following topics:

Ethics of Voluntary Action

Problem Solving/Decision Making

Voluntary Action and Business and Government

Writing Proposals and Professional Papers

Board/Staff/Volunteer Relations and Feedback System

Efforts are currently being made to incorporate this certification program into a Master level program in Applied Sociology or Urban Affairs at the University of Colorado.

Educational Testing Service met with Ms. Gwen Ritter, the on campus coordinator of this program. Ms. Ritter shared with ETS some of the particular problems which she encountered in the development of this program.

The college's concerns centered primarily on maintaining academic control and quality and on finding a place for the program within the university structure. Basically, related programs (Sociology, Business, etc.) were hesitant to absorb the volunteer management program because

its quality was untested, but without this university sanction or control, its quality would be that much more difficult to test. The result was a compromise: the certification program would include some traditional college classes and would be evaluated for inclusion with degree status in the university structure as it progressed.

The concerns of the perspective volunteer managers were more manageable. Because the majority of the people interested in the program were currently employed, they wanted flexibility in scheduling, pace, and location. For the most part, the program is designed with these concerns in mind. All but the two intensive seminars can be correspondence courses and the independent study classes need not follow the "semester" schedule. A student can take as long as one year to complete a course.

Ms. Ritter expressed concern about the level of credit which volunteers would receive. She suggested that direct service volunteers be urged to approach community colleges. She also suggested that people who have a college degree and who have managed volunteers, seek credit towards a Master's level degree.

Lastly, Ms. Ritter agreed to keep ETS informed as to the developments of the certification program.

ETS also met with Marlene Wilson, a faculty member in the certification program. Ms. Wilson emphasized the need for volunteers to relate the books they've read and workshops they've attended to their volunteer experiences. This "grounding" she perceives as the necessary link for accreditation. (For additional comments from Marlene Wilson, see the Volunteer and Information Center of Boulder County site visit notes.)

Appendix H

Colleges assisting in the evaluation of the "I Can" Competency Lists (in addition to Advisory Board Colleges):

YMCA Community College in Chicago

Alverno College

Staten Island Community College

Vassar College

Wells College

Pace College

St. Peter's College (New Jersey)

Garland Junior College

Marymount Manhattan College

University of Colorado

Washington University

University of Wisconsin (Parkside)

Brooklyn College

Fordham University

Orange Coast College

State College at Westfield

Kean College of New Jersey

Boston University

Mt. Hood Community College

Duke University

Temple University

Case Western Reserve University

Edmonds Community College

Cypress College

University of California, San Diego

College of the Redwoods

Spelman College

William Smith College

Wheelock College

The College of Saint Rose

University of California, Irvine

City University of New York

Yale University

Kalamazoo Valley Community College

Villa Maria College

Los Angeles Valley College

Thomas A. Edison College

Northeastern University

Rosemont College

Harvard University

University of Rochester

North Carolina State University

Steven's Institute of Technology

Appendix I

Handbook Outlines (3), Evaluation Forms (2) and Cover Memo

DRAFT OUTLINE

HANDBOOK FOR COLLEGE ADMINISTRATORS, COUNSELORS, AND FACULTY: ACCREDITING THE COMPETENCIES ACQUIRED BY WOMEN FROM DOMESTIC AND VOLUNTEER WORK

I. Introduction

A. An explanation of the purpose of this book:

1. The need for this type of accreditation
2. The ETS/FIPSE project
   a. The purpose
   b. The history

B. How to use this handbook:

1. Descriptive materials in sections II thru VII.
2. Programmed materials in section VIII.

II. Description of domestic and volunteer competencies

A. Examples of representative activities

1. Domestic
2. Volunteer

B. Conceptualizing competency areas using the taxonomy

1. Settings:
2. Functions:
3. Mediums:

C. Relevance of competencies to post-secondary education

1. The problem of theory vs. experience
2. General education
3. Departments and/or courses
4. Career-related skills

III. Obtaining information about the prior experience of the prospective student

A. From the prospective student

1. By interview
2. From student documentation
   a. Portfolios
   b. Written descriptions
   c. Checklists
   d. Work samples

3. By examination
   a. CLEP
   b. COPA
   c. Challenge exams

B. From the volunteer association

1. Training course descriptions and/or materials
2. Job descriptions
3. Evaluations of volunteer
   a. from training program
   b. from volunteer supervisor

C. From other sources

1. Personal recommendations
2. Evaluation of volunteer
   a. by client
   b. by job supervisor
   c. by professional associate

IV. Evaluating the information

A. Faculty evaluations

1. Informal assessment
   a. Interview or oral quiz
   b. Portfolio review

2. Formal, institutional based assessment
   a. Tests
      i. Essay examinations
      ii. Objective tests
      iii. Performance tests
   b. Papers or Essays
   c. Simulations

B. Standardized testing programs

1. CLEP
2. COPA
3. Licensing or certification examinations

C. Accrediting by others

1. ACE/NY State Regents Program
2. Child Development Consortium
3. Other certification programs

V. Awarding Credits

A. To meet over-all institutional goals
B. To meet specific competency requirements
C. For general education credit

D. For discipline credit
E. For specific course credit
F. For advanced credit (independent study) after some introductory course work
G. For advanced placement
H. For course exemption without credit
I. For exemption from certain degree requirements, e.g., distribution requirements

VI. Financial Issues

A. In institutions which are financed mainly by tuition

1. Student pays tuition equivalent for credits awarded
2. Student pays partial tuition for credits awarded
3. Student pays for cost of evaluation only
4. Student does not pay for credits awarded
   a. Without minimum course requirements
   b. With minimum course requirements
      i. Prior to awarding credit
      ii. Concurrent to awarding credit

B. In institutions which receive income both from tuition and also from public funds

1. Student pay tuition equivalent for credits awarded
   a. State matches
      i. At same rate
      ii. At different rate
   b. State does not match

2. Student pays partial tuition for credits awarded
   a. State matches
      i. At same rate
      ii. At different rate
   b. State does not match

3. Student pays for cost of evaluation for credits awarded
   a. State pays for credits awarded
      i. Same rate as matching tuition
      ii. Different rate
   b. State does not pay for credit

4. Student does not pay for credits awarded
   a. State pays for credits awarded
      i. Same rate as matching tuition
      ii. Different rate
   b. State does not pay for credit

C. In tuition-free institutions sponsored by public funds

1. College receives funds for credits awarded
   i. At full rate
   ii. At different rate

2. College receives no funds for credits awarded

3. College receives funds for evaluation costs only

D. Recommended strategies for various types of institutions and circumstances

VII. Examples of Domestic and Volunteer Experience Which Have Been Awarded College Credit

VIII. Programmed Instruction for the Use of Worksheets

A. Obtaining information from the prospective student
B. Obtaining information from the volunteer association
C. Obtaining information from other sources

DRAFT OUTLINE

HANDBOOK FOR WOMEN:
ACCREDITING THE COMPETENCIES ACQUIRED BY
WOMEN FROM DOMESTIC AND VOLUNTEER WORK

I. Introduction

A. An explanation of the purpose of this book

1. The need for this type of accreditation
2. The ETS/FIPSE project
   a. The purpose
   b. The history

B. How to use this handbook

1. Descriptive materials in sections I thru VIII
2. Programmed materials in section XI

II. Description of domestic and volunteer competencies

A. Examples of representative activities

1. Domestic
2. Volunteer

B. Conceptualizing competency areas using the taxonomy

1. Settings:
2. Functions:
3. Mediums:

C. Relevance of competencies to post-secondary education

1. The problem of theory vs. experience
2. General education
3. Departments and/or courses
4. Career-related skills

III. Information colleges may wish to have

A. A description of what you have done

1. Interview
2. Written

B. Differentiating between activities and competency

1. Activities - Volunteer Taxonomy
   a. Setting
   b. Function
   c. Medium
2. Competencies
   a. General education
   b. Subject matter (discipline)
   c. Course related skills
   d. Advanced credit
   e. Other

C. Documentation of your competencies

1. Personal documentation
   a. Portfolios
   b. Written descriptions
   c. Checklists
   d. Work samples
2. Evidence from others
   a. Personal recommendations
   b. Evidence from volunteer or community groups
      i. Training course descriptions and/or materials
      ii. Job descriptions
      iii. Evaluation from volunteer trainers and/or supervisors
3. By Examination
   a. CLEP
   b. COPA
   c. Challenge exams

IV. How colleges may use the information you provide

A. Informal review

1. Interviews or oral quiz
2. Portfolio review by faculty and/or administrators

B. Formal review

1. Institution based
   a. Tests: essay, objective, performance
   b. Papers or essays
   c. Simulations
2. Cross-institution
   a. Standardized tests
   b. Licensing or certification exams
   c. External accrediting agencies

V. Types of credit you may receive

A. To meet over-all institutional goals
B. To meet specific competency requirements
C. For general education credit
D. For discipline credit
E. For specific course credit
F. For advanced credit (independent study) after some introductory course work
G. For advanced placement
H. For course exemption without credit
I. For exemption from certain degree requirements

VI. What costs and benefits you may expect

A. Costs
1. Evaluation costs
2. Partial tuition costs
3. Full tuition costs

B. Benefits
   1. Shorter time to degree
   2. Advanced placement
   3. More flexible course load
   4. Reduced costs

VII. What are some difficulties you may encounter?

A. Institutions vary in their willingness to accredit prior learning
B. Departments within a college may vary in their willingness to accept prior learning
C. Prior learning credits may not always be transferable
D. Unpaid work (domestic and volunteer) is not always seen as relevant to college courses as is paid work

VIII. Examples of domestic and volunteer experience which have been awarded college credit

XI. Programmed instruction for the use of worksheets

A. Presenting information about your experience
B. Organizing information obtained from others
C. Finding the right college and college official for most appropriate accreditation

DRAFT OUTLINE

HANDBOOK FOR VOLUNTEER AGENCIES AND COORDINATORS: ACCREDITING THE COMPETENCIES ACQUIRED BY PEOPLE FROM VOLUNTEER WORK

Preface

I. Introduction

A. An explanation of the purpose of this book

1. The need for this kind of accreditation

2. The FIPSE/ETS Project and its relationship to CNO

a. The purpose

b. The history

B. How to use this handbook

1. Part 1: For the agency

2. Part 2: For the individual

3. Part 3: Additional resources

Part 1: For the Agency

II. Relevance to the agency of the accreditation process.

A. Rationale for agency involvement

1. Variations in scope of involvement

2. Benefits of involvement

B. Agency relationship to individual volunteers and colleges (mutual responsibilities and rewards)

III. Relating "I Can's" to agency activities

A. Writing job descriptions

B. Evaluating job performance

C. Defining training goals

D. Evaluating training effectiveness

IV. Agency support individual volunteers may wish to have

A. On the job

1. Contextural framework of their job and its part in the total structure and goals of the organization

2. Written job and project descriptions

3. Written evaluations (performance and project)

4. Training materials and course outlines

5. Volunteer advancement and career planning

6. References and back-up materials for additional information

B. During accreditation process

1. Assistance with portfolio preparation

2. Support in approaching colleges

V. Information colleges may wish to have

A. Agency materials

1. Training courses

a. Course outlines and goals

b. Course materials

c. Background resources or references

d. Personnel descriptions

e. Evaluation materials

2. Orientation or on-the-job training

a. Training materials and written matter

b. Description of purposes

c. Activities used for training

3. Job descriptions

4. Program or project descriptions

B. Agency records

1. Training attendance records

2. Program records and evaluations

3. Volunteer participation records

4. Response of clientele information

C. Individual experience records

1. Training profiles and records

2. Evaluations and recommendations regarding performance

3. Verification of participation

VI. Agency relationship to colleges

A. Contacting local colleges

B. Credit for volunteer training programs

C. Resources available through the colleges

VII. Suggested methods for transmitting accreditation information to volunteers

Part 2: For the individual

VIII. Introduction to labeling skills and accreditation procedures

A. Purpose of this information

B. How to use this information

IX. "I Can" lists and information describing their purpose

X. Using "I Can" lists effectively

A. Documentation

B. Portfolio development

XI. Presentation to colleges

Part 3: Additional resources

XII. Case studies

A. Of individuals

B. Of a sample college

XIII. Assessment resources - bibliography

XIV. Useful record keeping forms, portfolio development aids, etc.

EVALUATION SHEET

College/Volunteer Group: _____

Reviewer's Name: _____

Check one: Administrator ___ Counselor ___ Student ___ Volunteer ___

1. Does this outline include topics which are of major concern to women seeking academic credit for prior experience?

   Yes ___ No ___

2. Are there additional topics which should be included? Yes ___ No ___

   If yes, what are they? (Please list or write on the outline)

   _____

   _____

   _____

3. Do you think a workbook based on this outline would be useful to women in determining if they had acquired academically creditable competencies from domestic and volunteer experiences?

   Yes ___ No ___

4. How could it be made more useful? (Write your comments here or on the outline)

   _____

   _____

   _____

5. Do you think a workbook based on this outline would help women to develop an appropriate presentation of their competencies?

   Yes ___ No ___

6. How could it be made more useful? (Write your comments here or on the outline)

   _____

   _____

   _____

7. Additional comments:

   _____

   _____

Thank you for your help. Please return this sheet and the outline in the enclosed envelope to: Ruth Ekstrom and Marlaine Lockheed, Educational Testing Service, Princeton, New Jersey 08540

EVALUATION SHEET

Institution: _____

Reviewer's name: _____

Position or title: _____

Check one: Administrator _____ Counselor _____ Faculty _____

1. Does this outline include topics of major concern to your institution?

   Yes _____ No _____

2. Are there additional topics which should be included? Yes _____ No _____

   If yes, what are they? (Please list or write on the outline)

   _____

   _____

   _____

3. Do you think a workbook based on this outline would be useful to you in evaluating for possible credit the domestic and volunteer experience of women?

   Yes _____ No _____

4. How could it be made more useful? (Write your comments here or on the outline.)

   _____

   _____

   _____

5. Additional comments:

   _____

   _____

   _____

Thank you for your help. Please return this sheet and the outline in the enclosed envelope to: Ruth Ekstrom and Marlaine Lockheed
Educational Testing Service
Princeton, New Jersey 08540

Memorandum for: Advisory Board Colleges - ETS/FIPSE Project

Adelphi University
Barat College
Jackson College - Tufts University
Malcolm-King Harlem Community College
Mercer University in Atlanta
Mills College
Northeastern University
Salem College
San Jose City College
S.U.N.Y. - Old Westbury
University of Minnesota
Winona State College

cc: Alison Bernstein
Carol Stoel

Subject: Development of a workbook to assist colleges in evaluating the competencies acquired by women from domestic and volunteer work

Date: March 31, 1975

From: Ruth Ekstrom RE
Marlaine Lockheed ML

Enclosed is a draft outline for a workbook which colleges could use in reviewing for possible academic credit the domestic and volunteer experiences of mature women who are applying for admission or are currently enrolled. We would appreciate your reactions to the outline.

While we realize that the outline may not be completely self-explanatory, we would like to know if it includes topics which are of major concern at your institution. We would especially appreciate your bringing to our attention any serious omissions. A copy of our taxonomy of volunteer and domestic experiences is included as background information.

If possible, we would like to receive your comments by April 18. We are enclosing three outlines, evaluation sheets and return envelopes. We would appreciate the reactions of one administrator, one counselor and one faculty member at your institution.

Thank you for your assistance.

RE:ML:bb
Enclosures: outlines - 3
taxomony - 3
evaluation sheets - 3
return envelopes - 3

Appendix J

Volunteer Site Visits

July 28-29, 1975 - Social Services Technician Community Program, Albuquerque, New Mexico: Ms. Janet Knight.

ETS met with Ms. Janet Knight, La Mesa Medical Center, 7000 Cutler, N.E., Albuquerque, New Mexico, a psychiatric social worker, who designed the program. The program is offered through the community college, but is not university accredited. The purpose of the program is to give the students skills in understanding psychological and sociological problems, such as identifying the kinds of information students should elicit from clients, identifying their own biases and prejudices, and identifying social services available in the community.

A total of four courses are offered in the program; each runs for six weeks, and two are offered each semester. Complete course information was not available for all courses. One course outline was presented as follows:

Social Concerns and Social Action

Week 1--Background material on social patterns and on strategies for bringing about change. Concepts taught: perspective of the sociologist, definitions as a basic step, social problems and social issues, social policy and politics, power, countervailing forces, vested interest groups, strategy and tactics, conflict or cooperative models, social change.

Week 2--Poverty: understanding the nature of the economic system, defining the problem, strategies for change. Concepts taught: proverty as a governmental concern, the great depression, marxism, defining the problem of poverty, welfare programs, cash vs. services as an issue, economic development strategies, capitalism, guaranteed annual income, activist strategies of change.

Week 3--The health delivery systems as an institution requiring change: proposed models, professionalism, pros and cons, community based alternatives.

Week 4--Racism and discrimination: the melting pot as a model for democratic societies, pluralism, the unmeltables, formulating social policy in a pluralistic society, cooptation as a snare.

Week 5--Social planning: juvenile delinquency as an example of social problem, relationship to theories and the design of programs--review and summary.

Social Services Technician Community Program uses the following text books:

Biestek - The Case Work Relationship.

Stroup--Social work: Introduction to the Field.

Perelman--Social Work and Case Work, Problem Solving.

Graduates of the program frequently obtain volunteer and occasionally obtain paid positions in the various social service agencies in Albuquerque.

The particularly interesting aspect of this program is that there has been institutional resistance to accredit the courses. The director of continuing education at Albuquerque Community College, for example, has refused to grant community college credit for the courses, although the courses are taught by members of the community college faculty.

Other reference: Dean Elsa Gay, Director - Continuing Education and Community Service, Albuquerque Community College.

July 30, 1975 - American Red Cross, 5006 Copper NE, Albuquerque, New Mexico: Ms. Marjorie Brown.

ETS was referred to Ms. Brown by Ms. Knight of the Social Services Technician Community Program.

Ms. Brown directed the military applications/counseling and financial assistance program of the Red Cross in Albuquerque. She has two years of business college and started working for the Red Cross as a volunteer in a hospital, moving on to the field director's office and then to providing service to military families. In the course of her work experience, she worked in 7 volunteer and three paid jobs. All of these were full time. In her present occupation, she sees about 100 cases per month, and controls a budget to make small grants to help military families in emergencies.

In filling out the Volunteer questionnaire, she noted that she had worked in health, citizenship and social welfare organizations. She also noted she had performed primarily administrative roles, but had performed direct service in the area of counseling, financial assistance, rescue work and emergency work connected with the Red Cross program for the military. She would be willing to evaluate appropriate "I Can" lists.

August 20, 1975 - National Women's Political Caucus: Rita George, Coordinator of the San Francisco Chapter.

The National Women's Political Caucus is involved primarily with training women in political skills, such as lobbying, organizing, campaigning, and strategizing. Volunteers acquire these skills experientially, by assisting with the campaigns of candidates who support women's interests, by becoming candidates themselves, or by educating other people with regard to political concerns.

ETS discussed with Rita George the activities of the San Francisco Chapter and the applicability of the workbooks to the volunteers in the chapter.

Ms. George stated that the major emphasis of the chapter in election years is putting up candidates for election to public offices, and organizing and running their campaigns. This includes fund raising activities (casino night, selling and promotion of campaign materials, etc.), researching issues, analyzing voter concerns, strategizing and compromising on issues, public speaking, writing and preparing promotional materials, working with other community groups to get support, and many other activities. It also necessitates mobilizing other people to become volunteers and then coordinating the activities well enough that these new volunteers continue to stay involved.

In non-election years, lobbying is the focus. Volunteers research issues, analyze alternative courses of action, and then lobby for the chosen alternative(s). Speaking publicly, preparing speeches or media presentations, and writing or talking with legislatures are the most used methods of lobbying.

Another way in which volunteers in the San Francisco Chapter gain skills is through selecting a topic, investigating it, and then organizing workshops to educate other women in this topic area. Workshops have been given in campaigning, public relations, demography, and getting to know city hall.

Ms. George was excited but skeptical about the prospect of obtaining academic credit for the skills acquired by volunteers in the National Women's Political Caucus. She stated that San Francisco membership included people of all ages and education level (high school through Ph.D). It was her feeling that many would seek credit if it seemed attainable. Her skepticism came not from a doubt about the skills acquired and their credit worth, but instead from her perception of the (un)willingness of colleges to accept women's acquisition of political skills.

She suggested that we deal with this problem in the workbook for individuals as well as the workbook for colleges. She expressed concern that women seeking credit have as many tools as possible for dealing with the colleges. The "I Can" lists are only a "good start." She also suggested that the agency workbook be written so as to be applicable for both highly organized and loosely organized groups.

September 8, 1975 - Voluntary Action Center of Lane County, Eugene, Oregon: Chris Ekkebus and Lelah Conrad, Directors.

The Voluntary Action Center (VAC) in Lane County, as with most other VAC's across the country, is a volunteer referral agency. The VAC representatives talk with local organizations or agencies to determine the need for volunteers. They assist the organizations with determining exactly what the volunteer would be expected to do and what training or qualifications this would require.

Concurrently, the VAC representatives recruit volunteers through media and local service organizations. They interview the volunteers and refer them to a volunteer position which seems appropriate. When resources allow, the VAC follows up to insure that the volunteer/agency relationship is proceeding satisfactorily.

The skills acquired by volunteers working for the VAC include interviewing, job analyzing, skill assessment, record keeping, public speaking, and advertising. Paid staff typically coordinate and train VAC volunteers.

Both Chris Ekkebus and Lelah Conrad reviewed the available "I Can" lists and the proposed outlines for the workbooks. We discussed in length the role an agency could and/or would take in assisting a volunteer with skill assessment and accreditation. A concern of theirs was the question of who should be responsible--the agency where the volunteer works or the referral agency?

They both felt that the agency or project where the volunteer works should be responsible because the professionals or staff in the agency are best equipped to define and label the skills involved and to evaluate the volunteer on these skills. Unfortunately, they also felt that it would be unrealistic to expect that the agency would invest that much energy in the volunteer.

Consequently, they felt that the referral agency should try to fill this gap if resources allow. The added boost that accreditation would give to their recruitment process would probably make the additional effort worthwhile. Their recommendation was that the workbook to agencies include a format and the necessary accompanying information for a staff member in a referral agency to give small workshops to interested volunteers. They particularly liked the idea of including in the agency workbook a self-explanatory packet which could be given to the individual volunteer.

Other suggestions which they had regarding the workbooks were to use the words "community involvement" or "citizen participation" instead of volunteerism or voluntary activity; to deal with assessment of prior learning as well as present, to give special attention to the concerns of high school and senior citizen volunteers, and to make the workbooks as simple to understand and follow as possible.

September 9, 1975 - Coordinator of Volunteer Services, Eugene, Oregon: Joni Mogstad.

As Coordinator of Volunteer Services, Joni Mogstad is a government employee. She is responsible for recruitment and placement of volunteers in social service agencies and is involved with training paid staff to effectively supervise volunteers. When an agency needs volunteers, they contact Ms. Mogstad and she helps them develop job descriptions including detailed qualifications. She then assists them with filling these positions.

The volunteers she works with are primarily direct service volunteers, such as people who provide transportation to elderly or handicapped, receptionists, etc. She expressed concern that we not underrate these jobs by emphasizing only higher level positions. She did, however, recognize that the direct service positions were less likely to involve creditable skills.

In discussing further the distinction between creditable and non-creditable activities, it was determined that certain combinations of direct service activities might be sufficient to be creditable. For example, if a person has been a receptionist/in-take interviewer at a number of different agencies in different communities, the individual may be able to explain not only interviewing techniques but also community social service structures. This background, if "packaged" well could be worth credit in an area such as social work.

Ms. Mogstad hoped that ETS would make an effort to assist individuals with determining ways of making their direct service volunteerism more creditable. She particulary suggested that more "I Can" lists deal with direct service.

The other suggestion which she had was that the workbooks shouldn't be too long or at least they should be clearly partitioned.

September 15, 1975 - Community Services Council, Salt Lake City, Utah: Elaine Smart, Coordinator of the Community Services Council and Director of the Salt Lake City Voluntary Action Center.

ETS met first with Elaine Smart and then with the Advisory Committee of the Community Service Council. The advisory committee includes representatives from various fields in the voluntary sector (education, criminal justice, hospital and health, women's groups, senior citizens, etc.). Its purpose is to coordinate and stimulate volunteer activities in Salt Lake City. Some of the projects on which they are currently working include a 70+ in High School Day, a Volunteers in the Criminal Justice System Program, a program patterned after the St. Louis Women's Crusade, and a volunteer program dealing with the V.A. hospitals.

As with most Voluntary Action Centers, the Salt Lake City VAC provides primarily a referral service for recruitment and placement of volunteers. It also serves as a resource center for agencies or individuals who are looking for new ideas or creative techniques for approaching a project or improving a program.

After reviewing the purpose and progress of our project, the advisory committee speculated that the workbook for agencies would be particularly helpful to them. They were just beginning to develop job descriptions and evaluation materials and they would be interested in linking these tools to the accreditation materials. Also, they expressed concern that the agency workbook not be too specifically oriented toward highly structured agencies.

One committee member suggested that we contact the National Center for Volunteerism for assistance with our project. She stated that we should obtain a copy of the minutes of the Invitational Conference on Volunteer Management that was held at the Center in June/July of 1975. One of the

activities of the conference had been to begin work on the development of a two year curriculum in volunteer management.

Ms. Smart, in particular, was very enthusiastic about the project. She was not only excited about its value to the VAC and the Council, but she also had a strong personal interest. She was unable to complete her college degree when she was younger due to family circumstances and she feels that a bachelor's degree would be useful to her now. She achieved her present status by climbing from direct service volunteerism to an administrative volunteer position, and now finally to a full time, paid position. She stated that she would be anxious to test our materials.

September 17, 1975 - Right to Read, 316 B Street, Rock Springs, Wyoming 82901: Carlin Good, Director.

The Right to Read Program is designed to provide adults (age 16 and over) with opportunities to learn to read, write, do basic arithmetic, and survive in an English speaking culture. Most of the clientele need to learn English as a second language but as important, they often have immediate more practical concerns. Typically, they've moved to Rock Springs because of its fast growing need for unskilled labor. They lack knowledge of U.S. money and labor standards, ability to read simple street signs, store labels, menus, or bus schedules. They often need medical information and/or attention for themselves or their families, driver's licenses, school information, etc.

The Right to Read volunteers must be flexible, patient and empathic. They must be able to assess the needs and interests of their students and then translate this information into "lesson plans" which are meaningful to the learners.

Regular, on-going training sessions are designed to assist the volunteers with this process. Included in the sessions are instruction in preparing creative lesson plans, techniques for teaching reading and speaking skills, hints for rewarding progress, and opportunities for sharing ideas and problems. The volunteers are also expected to familiarize themselves with available adult education materials, locate community resources to assist themselves or their students, plan group activities which provide practice and sharing experience for the students, record the progress of their students, and contribute articles to the monthly Right to Read newsletter.

ETS met with Ms. Carlin Good the director of the Rock Springs Right to Read program and with Ms. Wilmot McFadden the director of the Rock Springs Public Library and an active Right to Read volunteer. When asked to assist ETS with the identification of skills which the volunteers acquire, both women put the emphasis on human relations skills and personal growth and development. It was their perception that the volunteers gain skills in communications, teaching, counseling, problem solving, and develop greater self confidence and awareness. They learn how to assess the learners needs and interests, work with the learner in the context of these needs and interests and then to evaluate their own effectiveness and the learners progress.

Ms. Good and Ms. McFadden were both interested in helping review the ETS materials. They also decided that they would contact Mr. Don Guilliamo of Western Wyoming Community College to determine if interested volunteers could receive independent study credit for their work.

September 22, 1975 - Volunteer and Information Center of Boulder County, Boulder, Colorado: Marlene Wilson, Past Director.

The Volunteer and Information Center of Boulder County is a carefully structured, volunteer referral and information service. Its all volunteer staff is organized into eleven task forces which are the basis of the organization. Each task force has a defined goal and its chairperson and assistant chairperson defined job descriptions. As director, Ms. Wilson's job was one of management and subtle direction rather than requiring that she be all things to all people.

Ms. Wilson was particularly interested in the ETS workbook for agencies. She suggested that the agency is a necessary target for enlisting support for accreditation of volunteer skills. It was her feeling that the workbook should include a rationale for agency participation and professionalization. The "I Cans" could be the basis for an agency structure which includes defined job descriptions. This structure would allow volunteers to proceed without constant supervision, would provide a yardstick to evaluate program efficiency, and would provide an alternate form of motivation and recognition.

Ms. Wilson has recently resigned from her position as Director of the center in order to concentrate on completing the book she is writing, serving as a faculty member in the University of Colorado, Volunteer Management Certification Program, and serving as a consultant to volunteer agencies.

September 26, 1975 - Association of Junior Leagues: Ann Miller, Provisional Chairperson, Junior League of Kansas City, Missouri.

Ann Miller has developed and is carrying out a training-orientation course for approximately 90 women. The course has basically two parts: 1) in League orientation, personal awareness, and basic management skills (MBO); and 2) community education. The only feedback/evaluation is designed to evaluate the course as a whole rather than the development of the participants.

ETS met with Ms. Miller. She described in detail the training program she has prepared. She particularly was interested in methods of making the program more creditable.

After further discussion, ETS suggested she 1) contact local colleges to determine their willingness to evaluate the program and its effectiveness and 2) develop a means of evaluating the individual learning which takes place rather than just evaluating the course. Upon reviewing the "I Can" lists, Ms. Miller stated that they would be a helpful tool in developing training objectives and evaluation guidelines for the program she developed plus other programs of the Junior League.

The workbooks on the other hand have limited value to many Junior League members. Most members have already earned a Bachelors degree. Ms. Miller suggested instead that one service the League could provide to volunteers in other agencies is to sponsor a workshop and provide people and money to train people to assess their skills and present them in a portfolio. This would be an important incentive for people to volunteer and it would be a means of helping the League volunteers to acquire training and assessment skills. One additional suggestion she made is to include in the workbooks information on preparing resumes as well as portfolios. This would be of use to the League volunteers.

Since the time of the interview, Ms. Miller has contacted a local community college and has begun coordinating with an administrator of the college to open the course to anyone who is interested and to provide a means of obtaining credit for those people who are interested.

September 30, 1975 - Lincoln Park Zoological Society, 2045 N. Lincoln Park, Chicago, Illinois 60614: Joann S. Ludwig, President, Docent Committee.

The Lincoln Park Zoological Society sponsors a volunteer program which supports the zoo in such activities as baby animal care, zoo premise tours, off premise lectures, animal behavior research, zoo concessions, etc. The volunteers receive training particular to the kind of work which they will be doing.

ETS discussed with Joann Ludwig the training and activities of the zoo docents. Each perspective docent is expected to successfully complete an extensive training program which involves regular class attendance, preparation by the new docents of specialized lectures and visual aids, and a written exam. Once training is completed the docents can give lectures in such areas as rare and endangered species, mammals, reptiles, hoof stock (ungulates), primates, zoo philosophies, baby animals and can explain and demonstrate animal handling procedures for the appropriate animals. The docents are also prepared to handle various audiences (1st grade and older, handicapped, etc.), give short media presentations, and research specialized areas.

According to Ms. Ludwig, the majority of the skills which a docent acquires can be classified into two broad areas:

knowledge and experience of animal background, behavior, and care and

ability to communicate this information effectively to others.

The first area is easy enough to document. A means of assessment of knowledge is readily available in the written exam and the prepared specialized reports of the docents.

The second area, ability to communicate this information effectively to others is somewhat more difficult to document. Part of the ability is in evaluating the particular nature of the audience and adapting the presentation to the situation. Other necessary abilities are handling crises situations or unusual occurrences, explaining complicated issues in simple terms, flexibility in timing and style, etc.

Ms. Ludwig was particularly interested in knowing how the zoo volunteers could receive some recognition for the skills they acquire. Many of the volunteers are older and enthusiastic about learning more but they lack direction.

ETS suggested the Zoological Society locate interested contact people at local colleges regarding possible credit for the docent training program and as a possible resource for volunteers who wish to consider returning to school.

Ms. Ludwig is especially interested in reviewing the "I Can" list for Docents.

October 2, 1975 - St. Lawrence Hospital, Community Mental Health Center, Lansing, Michigan: Anne DeRose, Coordinator of Volunteer Services.

The volunteer program of the Community Mental Health Program is a model program. Job descriptions, volunteer career ladders, training manuals and programs and careful division of labor make the ongoing work of the approximately 200 active volunteers in the various positions run with relative smoothness. The program which started only three years ago provides the following services to the Lansing and E. Lansing Community: support services for St. Lawrence Hospital in-patient out-patient, and emergency care, community day care facilities, drug treatment support services, community health educational projects including hospital library services for the staff and patients, art and dance special programs, and many short term projects. An outgrowth of this program is a manual by Ms. DeRose and Ms. Dorothy Rozan entitled Volunteer Program CMHC--A Blueprint (1973). In this manual the activities and skills of the CMHC service volunteers are clearly described.

The ETS representative was given a tour of the CMHC facilities and the opportunity to discuss the project with a number of the volunteers. The volunteers, particularly the full time volunteers, were extremely enthusiastic about the prospect of receiving credit for their skills.

After the tour, ETS and Ms. DeRose concentrated on reviewing and revising the "I Can" lists which deal with administrative and socializing skills. Each available list was carefully examined for comprehensiveness and ease of understanding.

Ms. DeRose looks forward to the completion of the lists. She anticipates that they will be particularly useful to the CMHC as guidelines for job descriptions and training needs.

Appendix K

Evaluation Form for "I Can" Competency Lists

Name _____

Position _____

Institution/Organization and Address _____

_____

_____

_____

1. "I Can" competency area being rated: Volunteer - Section I _____
   Homemaker - Section II _____
   Which part? _____

2. This list of competencies is: _____ EXCELLENT - needs few changes
   _____ GOOD - needs some changes
   _____ POOR - needs many changes
   _____ Completely inappropriate for this topic

3. The following additional competencies should be <u>added</u> to this list:

_____

_____

_____

_____

_____

4. These competencies should be <u>removed</u> from the list:

_____

_____

_____

_____

_____

5. What other changes (rewriting, reorganizing, etc.) do you recommend?

_____

_____

_____

_____

_____

6. Would you like more evaluation forms? YES ___ NO ___ If YES, how many? _____

7. Comments?: _____

_____

_____

_____

_____

_____

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